

NewsLETTER NouvELLES

ISSN: 0229-2645 Publication Agreement # 40688591

Volume 36 No. 2 Spring 2013

Message from your President

~ Michael David Reansbury



Newsletter/
Nouvelles is
published three
times per year in
the Fall, Winter
and Spring and is
available with
membership in
the Ontario
Association of
Library
Technicians /
Association des
Bibliothécaires
de L'Ontario. We
welcome your
feedback as well
as your letters,
articles and
photos, but must
reserve the right
to edit for style
and space.

A large proportion of OALT/ABO members share a common piece of history, our education. While the specifics of that education's curriculum has, and will continue, to change over time, the sharing of a communal library and information technician education unites all LTs.

It comes as no surprise then that the association centers on this shared education and in no small part on the institutions that offer it. Library and information technician education is the basic building block of all library technicians. Upon this foundation each individual technician adds their own personality, and unique skill sets. With the basic skill set taught in a college program, an LT can only expand upon their education, moving along trajectories which are as varied as each individual member.

I wish to take the time to recognize a few of the institutions that provide this education, and to those past, present and future who have obtained this education, and who will ultimately impart the library and information technician education to those that shall come:

1. The Halton/Peel Chapter Treasurer remains Vicky Lynham, and Kate Morrison continues to

be co-signer for the Chapter.

2. The executive team of the Ottawa Chapter/ Section d'Ottawa is Jessica Reeve (President), Krystal Benn (Vice-President), Abbie Gourgon (Treasurer), and Vincent Elit (Secretary/ Archivist).

3. Dana Schwarz will be working alongside Lisa Elchuk as OALT/ABO's representative on the 2014 OLA Super Conference planning team.

4. The Board of Directors wishes to thank the following members for their support with ACTION! 2013 annual conference: Chris Smith (Western University), Jessica van Keulen (Western University), and Robert Runstedler (LDCSB). In addition the Board expresses their gratitude to Erica Roberston, of Fanshawe College for all her support.

5. The association acknowledges the financial support of Algonquin, Durham, Mohawk and Seneca Colleges with regards to the library technician booth at OLA Super Conference.

6. To the brave souls: Amy Jennison [Mohawk], Angela Gillis [Durham], Tim Yale [Algonquin], and Victoria Miller [Mohawk] for putting forward, and agreeing to present as part of the LIT College Student Lead Sessions.

7. Too long time member, and dogged support of the association Pat Graham for her recognition as a Lifetime Member, the Board of Directors extends their congratulations. The Board also recognizes Ann Censer, Barbara Cope, and Linda Landreville for putting forward Pat's name.

8. Liz Aldry has accepted another three (3) year term as OALT/ABO's representative on the Mohawk College Program Advisory Committee.

9. congratulations to Lauren Bourdages on her recent appointment to CLA's Member Communications Standing Committee.

Michael David Reansbury

President, OALT/ABO

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EDITOR'S

NOTE

Happy Spring! This issue's theme is education. Although a little late in getting this out to you, always better late than never, right? Our weird spring weather is perhaps over and today the promise of sunny hot summer days to come is here. I won't complain about the colder days this spring though. It has allowed my spring perennials to last longer than usual in my garden. Like our changing seasons, it is time for our executive positions to switch.. This is my last issue as editor. Like our theme, working as editor has been "an education." I've had to meet deadlines, contact publishers and writers, use organizational skills and learn the software program that is used for creating the newsletter. It has been challenging, but also a great deal of fun. I would like to take this opportunity to thank all who have contributed articles and ideas during my time as editor. I hope you all got as much out of the newsletter issues as I did in creating them.

Carolyn



DISCLAIMER:

The views and opinions expressed in Newsletter/ Nouvelles are those of the authors and do not necessarily reflect the OALT/ABO Executive.

Things You Need To Know

Congratulations!

Board Of Directors 2013/2014

President: Michael David Reansbury
President-elect: Cyndi Smith
Treasurer: Daisy Collins
External Communications Coordinator: Dana Schwarz
Internal Communication Coordinator: Serena McGovern
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2013/2014 Appointed officers:

Membership Coordinator: Rachel Kelly
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Treasurer: Vicky Lynham
Co-signer: Kate Morrison

Ottawa Chapter/Section d'Ottawa

President: Jessica Reeve
Vice-President: Krystal Benn
Treasurer: Abbie Gourgon
Secretary/Archivist: Vincent Elit

School Chapter

No representation

Toronto Chapter

No representation

Engineering Division
Inspiring Innovation!



2013 SLA Engineering Librarian of the Year Award Recipient

Posted on 22 April
2013.

The SLA Engineering Division is pleased to announce:

Susan Morley is the recipient of the the SLA Engineering Librarian of the Year Award. The Engineering Librarian of the Year, sponsored by IHS, highlights the accomplishments and contributions of SLA Engineering Division members to the engineering librarian profession.



Susan Morley, Manager, Information & Knowledge Management of CSA Group (aka Canadian Standards Association, CSA International, etc.) is a Solo Librarian whose responsibilities include both information & knowledge management. Susan has worked at CSA Group for 34 years, managing the Information Centre since 1992, the Communities of Practice (CoP) since 2006 and as a solo librarian for the past 4 years. A key accomplishment has been providing CSA Group worldwide access to information resources, enabling staff from any of the 30+ locations to resources previously only available to those in the organization's Toronto HQ. Susan was featured in the April 2013 edition of SLA Solo Division's Flying Solo Blog "20 Questions, Get to Know a Solo"

IHS will present Susan Morley with the award and a \$1500 check during the 2013 SLA Annual Conference in San Diego Engineering Division Luncheon & Business Meeting, Monday, June 10, 12:00 to 1:30.

Congratulations Susan!

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Theme Feature “Education”

Top Ten Tips on Getting Control of Your EMAIL

By Hellen Buttigieg, CPO

Addicted to the internet? Constantly checking your email? Challenge yourself to disconnect for just half a day. See if you can work yourself up to a full day, then an entire week-end. Are you breaking out in a cold sweat right about now? Just breathe and keep an open mind...

When I ask clients what their biggest time gobble is, the answer I get most often is email. It seems we have a love/hate relationship with our inbox. However, if we don't take control of our email, it controls us, our time and our life.

Here are my top ten proven tips on managing email.

1. Avoid checking email first thing in the morning. Work on priority task first.
2. Turn visual/auditory notification off to avoid distractions and multi-tasking.
3. Checking email takes longer than you think. Enforce a time limit – use a timer.
4. Empty inbox daily. The inbox should be used for new email only. You wouldn't open snail mail and then put it back in the mailbox, so avoid reading email and leaving it in your inbox; act on it immediately:
 - Decide what the first action is: reply, forward, file or delete.
 - Reply immediately if you can do it in 2 minutes or less.
 - For longer emails, or when you require more information, transfer to action folders and schedule time in your calendar to act on them.
 - Some emails require no action. Delete or file as soon as you read.
5. For quicker responses, stick to one subject per email. Change subject line when you change topic, for easier filing and retrieving.
6. Be brief and to the point when sending emails. Start with what action you need the recipient to take. If longer than three paragraphs, make a phone call instead.
7. To save time and effort, create templates for common responses.
8. Limit FYIs and Ccs. Don't clog the inboxes of friends and co-workers.
9. Check at scheduled times, a few times a day. We're teaching people how to treat us by responding to emails instantly, 24-7.
10. Increase focus and get more done by creating an 'email free time zone'. Let everyone in the office know in advance that, during a specified time (one hour or more per day,

one full day per month), you will not be responding to emails.

Email can be a great time-saver if used correctly. Once you have your email under control, you'll be amazed at how much more productive your days will become.

Hellen Buttigieg is a Certified Professional Organizer, Life Coach, TV Personality, Author and Speaker. Her Oakville based company, We Organize U, helps busy professionals clear their clutter and create a more relaxed home, a more productive workspace, and a more manageable, meaningful life. Get your FREE copy of Hellen's e-Book, *7 Habits That Rob You of Your Time, Energy and Inner Peace*, at www.weorganizeu.com.



Want to follow OALT/ABO on Twitter?

To create a Twitter account

- 1 Go to <http://twitter.com/> click on 'sign up'
2. Fill in the registration details and click on 'create my account'

After creating your account the next page allows you to type "oaltabo" and click on 'search'. If you already have an account, sign in and search for "oaltabo". OALT/ABO twitter account details will pop up with a Follow button:



Click on '+Follow' and you will be able to see OALT/ABO's regular tweets on Association and Library Technician news.

If you have any questions please contact
info@oaltabo.on.ca

Theme Feature “Education”



Advancing your career: CSU puts the world at the feet of Canadian students

One of the world's largest providers of Library and Information Studies education will be offering Canadians an opportunity over the coming months to begin or enhance their career in the field.

Charles Sturt University (CSU) School of Information Studies Associate Course director Dr Mary Carroll said the school would be visiting a range of events in Canada throughout April, May and June to show prospective students how they could further their career through distance education.

“Charles Sturt University is one of the largest providers of distance education in the world,” she said.

“We offer a wide range of opportunities for prospective students who want to commence or continue their professional journey, including those who currently work in the information industry or hold library technician qualifications. In fact, around 50 per cent of each undergraduate intake comprises students already holding a Library Technician qualification.”

Dr Carroll said the CSU School of Information Studies offered a **Bachelor of Information Studies** and a **Master of Information Studies**, both of which are offered entirely online through CSU's **distance education** platform.

“The beauty of studying by distance education is that it allows students to tailor their experience according to work, family, and other commitments,” Ms Carroll said.

“The programs at CSU are fully accredited by the **Australian Library and Information Association (ALIA)**, which has reciprocal recognition agreements with the UK **Chartered Institute of Library and Information Professionals (CILIP)**, the **American Library Association (ALA)** and **Canadian Library Association (CLA)**.

“The Bachelor of Information Studies provides an introductory professional level qualification, and generous

credit arrangements apply for those with a Library Technician qualification. The program allows students to specialize in librarianship, information and knowledge management or records and archives management.

“The Master of Information Studies offers specializations in applied research, children's librarianship, information architecture and library leadership.”

CSU School of Information Studies representatives will be visiting the Alberta Library Conference on April 25-28, the BC Library Conference on May 9-11, the Newfoundland and Labrador Library Association on May 13, the CLA National Conference on May 29-June 1 and the AALT Conference on June 6-9.

For details visit **www.csu.edu.au/courses/library-information-studies** or contact Associate Course Director Mary Carroll at: **macarroll@csu.edu.au**.



I joined OALT/ABO Listserv because...

I'm a Library and Information Technician Diploma student and our instructor strongly recommended this discussion board to us.

Voices For School Libraries

By Colette Schneider

At the Waterloo Catholic District School Board, where I am a Library Technician in a JK-Grade 8 school, Library Technicians staff the elementary schools and Board office and MLIS Librarians staff secondary schools. We also have a Resource Librarian at our Board office who, among many other things, spearheads Library Professional Development. Our board does not employ Teacher Librarians, Library Technicians collaborate with Curriculum teaching specialists.

When I heard that there was going to be a new National Library Standards document I joined Voices for School Libraries (<http://caslnetwork.ning.com/>) and contacted OALT/ABO and suggested that the School Chapter should be involved in this new document. I also realized that in order for my role in school libraries to be represented, I had to participate, advocate and contribute to the creation of this new document.

I contacted CUPE Ontario to find out how many school boards employ Library Technicians and discovered that as of September 2011, 62 out of 72 Ontario school boards employ Library Technicians, but there were no job descriptions available and I don't know if all these LTs are providing a library program in their schools.

Ontario School Boards have various models of school library staffing, therefore, the library staff job description leads to various school library programming. This brings me to another thought, is every school library in Ontario automated? I don't know, but 21st Century skills need to be taught/learned by all staff/students in all Ontario school libraries. Another thought, there are varying school library job descriptions and responsibilities so how will there be a standards document when there is no standard school library? According to People for Education, Teacher Librarians are manning 56% of school libraries-this is limited to Boards that have Teacher Librarians (I don't know the number of Boards that employ Teacher Librarians), I do know that in my area the WRDSB has Teacher Librarians, but they don't staff the school libraries, library clerks do. Looking at all this data, you can see it may be difficult to create a library standards document. Or that's what I thought.....

I read the new Together for Learning document (http://www.accessola.org/OLAWEB/Together_for_Learning/Welcome/OLAWEB/OSLA/Together_for_Learning/Together_for_Learning.aspx). It focuses on partnership between all school stakeholders. I was a little leery at what might be expected of my role. I realized I was already incorporating many of the implementations into the existing school library program. A number of years ago, my School Board's Library Advisory Committee created two important library documents (*Elements of a Quality Elementary School Library Program* and *Student Information Literacy Continuum*) to enable our Board's schools to have quality library programming. These documents already incorporate many of the principals of the Together for Learning document.

The new library standards document is divided up into provincial writing groups. I had my first phone conference with the Ontario writing group a few days ago. We are a diverse group made up of Teacher Librarians, a school Principal, parents, retired library workers and myself, a library technician. We are all reading the Together for Learning documents and will meet in person in April to share our thoughts and goals on this process. I feel hopeful that since there is such a diverse group that all school library stakeholders will be well represented. It is difficult to be sure as we cannot know how all school libraries in Canada are staffed.

On a more personal note, a Library Technician description: *Using the latest information technologies, their goal is to bring together people, information and materials and meet the challenges of a constantly changing information environment. Library Technicians work in environments as diverse as business corporations, professional firms, financial institutions, cultural organizations, public libraries and schools.*¹ I feel certain that Library Technicians who work in school libraries are well prepared to meet all expectations and will meet the challenge of any new school library documents.

1. "Library and Information Technician - Ontario College Diploma". Seneca College of Applied Arts & Technology. Retrieved 2013-05-31.

Colette Schneider works at St Kateri Tekakwitha, an elementary JK-Gr 8 school. She has 14 years' experience in school libraries and previously worked for 13 years in a public library. She is a lifelong learner as well as an avid reader.



Written by Jennifer Peters

*With contributions
from Sharon Doyle*



Current Staffing Issues in College Libraries

Those of us working in college libraries are being forced to defend our place in the college system. WE know we're important, but do faculty, administrators and students? Current staffing trends would indicate they do not.

I believe that a library benefits from having personnel who are both appropriately trained and educated as well as fairly compensated for their work. The ideal model for staffing a college library includes having: administrators with a master's of library science (MLS), faculty librarians with an MLS, library technicians with a library and information technician diploma (LIT), AV/Media technicians with the appropriate experience and knowledge, as well as other support staff.

Not only should library staff be well trained, but this model should also include an appropriate staff-to-student ratio. Having enough library staff ensures that the needs of students and faculty are met and that research and development can be conducted to deliver new and innovative services and resources.

Unfortunately this model is not the norm at college libraries. Let's look at some of the more discouraging trends.

Trend: There are college libraries who report to non-library administrators.

Some libraries report to the manager of Student Services, some to Teaching and Learning Services or to another manager from a non-library department. In these cases, the manager usually does not have an MLS or any actual library experience. Will this leave the college library without a strong advocate? Who will champion the college library?

Trend: There are college libraries in Ontario that do not have a faculty librarian on staff.

In these libraries, library technicians and other support

staff provide instruction and collection development on top of operational services. There may or may not be a librarian in an administrative position but, either way, there is no position for a faculty librarian.

This is detrimental to the library because having faculty librarians (who are seen as on-par with the college's teaching faculty) increases the library's academic credibility. When you increase the library's academic credibility you strengthen its position in the college as an essential service for students and teaching staff and thus necessary in order to fulfill the core mandate of the college.

I would like to clearly state that I am not making a value judgment about the different types of library staff. I have been both a library technician and a librarian so I know that library technicians are highly competent and capable. But I believe that asking a library technician to do the work traditionally done by faculty librarians is a slippery slope for both occupations and I'll expand on this in the next section.

Trend: The line between librarian and library technician is becoming blurred.

I know I am walking into controversial territory here but I think this issue really needs to be addressed as both occupations are in danger of being cannibalized. There are two aspects of this problem that are occurring at many college libraries in Ontario:

1. Library technicians are conducting all or much of the instruction and collection development.

In an effort to save money and increase library outreach, library technicians are being asked to provide IL classes and do collection development. In most cases these responsibilities make up only some or part of the technicians' work, and really does increase library presence in programs and courses which is an asset to the library. There are many library technicians who provide excellent instruction at the front desk and in a classroom setting; they also do a wonderful job of contributing to collection development.

However, I question the practice of asking a library technician to do ALL the instruction or collection development for a college library, responsibilities traditionally assigned to

Current Staffing Issues in College Libraries

a faculty librarian. The technician does the work but is not paid at a faculty rate (which is roughly 30-50% more than a technician's regular salary)¹, nor does he/she receive the same opportunities for professional development or prep. time, nor comparable vacation allotment.

Library technicians can be exploited as bargain teachers and collections developers because they are capable, intelligent and flexible employees. However if library technicians are asked to do all the teaching and collections, then they should be compensated at the level of a faculty librarian.

This scenario also speaks to the devaluation of the MLS degree at a college. Why hire a librarian if someone with a library technician diploma will suffice? What's the purpose of pursuing graduate degree in information science?

2. Librarians with an MLS are hired to fill library technician positions.

Today's job market is tough so a librarian may apply for any library job out there. However, hiring someone with an MLS for a technician position presents many challenges. Library technicians have different strengths and skills than librarians. I have both the Library and Information Technician (LIT) diploma and an MLS so I know that the LIT diploma is very skills-based and practical. Library technicians are trained to run a library like a well-oiled machine with very little extra training. On the other hand, the MLS degree is more theoretical. Someone with an MLS is prepared for strategic planning, project management, in-depth research, IL instruction and publishing.

I'm sure a librarian in a technician position would figure out the work and be fine, but do they have the right qualifications for the job? Probably not.

What do these issues mean for the future of library staff in colleges? Will faculty librarian positions become redundant because there are only technician positions? Will those technician positions require an MLS? If so, it means salaries and benefits will be cut in half even though the position will require a more expensive and lengthier degree, and it'll no longer be possible to get a job with just a library technician diploma. This is a dangerous route to take but unfortunately some colleges have already started to head

down this path.

Trend: There is a major discrepancy in staffing at college libraries in Ontario.

The minimum standard staffing requirements released in 2004 by the Canadian Association of College and University Libraries (CACUL) recommends that for a single campus college library with an FTE (full-time equivalent students) of 17,000-18,999 there should be: 6 administrative librarians, 16 librarians, 21 library technicians, and 18 other support staff². While the 2007-2008 U.S. national average for "ratio of library staff to student" is one library staff to every 198 students (from the National Center for Education Statistics)³.

So let's compare this to two college libraries in Ontario: *(I've been asked to keep this section anonymous but this information is readily available on the college websites)*

College 1 - a college with 20,000 FTEs

4 administrative positions requiring an MLS
12 full-time librarians, 2 part-time librarians
41 library technicians, full and part-time

College 2 - a college with 18,000 FTEs

1 part-time administrative position that does not require an MLS
3 full-time librarians
14 library technicians, full and part-time

These staffing numbers represent a high and low end of the spectrum but illustrate how disparate staffing is in libraries across the college system, so let's see what this really means:

These staffing numbers (not including administration) give ***College 1*** a ratio of one library staff to every 366 students and ***College 2*** a ratio of one library staff to every 1,058 students. ***College 1*** falls short of and ***College 2*** falls far below the U.S. national average (mentioned above) of one library staff to every 198 students.

In another comparison, ***College 1*** falls short and ***College 2*** falls far below the minimum standard staffing requirements released by CACUL. Both college examples have

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multiple campuses and yet have a fraction of the staff numbers recommended.

American author Seth Godin says the library is needed now more than ever to help citizens wade through the world's abundant information⁴. He says libraries are not "a warehouse for dead books"; they should be "the local nerve center for information" with librarians at the centre. I would go one step further and say that well-trained library staff with the appropriate qualifications are the key to making this happen. In other words, libraries should be staffed by people doing the jobs they were trained to do and being fairly compensated to do them.

Works cited

¹ Academic Employees Collective Agreement. Salaries, p26. http://www.opseu.org/caat/caat_ac/pdf/CAAT-Academic%20CA%20-%20ENGLISH.pdf ; Support Staff Collective Agreement. Wages, p111. http://www.opseu.org/caat/caat_sup/ca/FINAL%20ss%20coll%20agree_signatures%202011-2014.pdf

² Table A: Staffing requirements for single campus services minimum standard. (p.g. 6) http://www.cla.ca/AM/Template.cfm?Section=Occasional_Paper_Series&Template=/CM/ContentDisplay.cfm&ContentID=4040

³ (Full-time equivalent enrollment / Total staff in regular positions) from Table 430. Collections, staff, and operating expenditures of degree-granting institution libraries: Selected years, 1976-77 through 2007-08 http://nces.ed.gov/programs/digest/d10/tables/dt10_430.asp

⁴Seth Godin's blog *The future of the library*. http://sethgodin.typepad.com/seths_blog/2011/05/the-future-of-the-library.html

Jennifer Peters is a Teaching and Learning Technologies Librarian at Seneca College. Before becoming a Librarian Jenn worked as a Library Technician for Seneca.

Sharon Doyle is an Information Resources Technician at Seneca College.

2014 Presidential Award Nominations

For those who did not attend the 2013 Awards Banquet held at our annual conference we did not have a recipient for the Presidential Award. We need you to get involved! If you are interested in nominating a member of OALT/ABO for the 2014 Award you may submit their nomination by Monday April 1, 2014 to:

OALT/ABO Nominations Committee

Attn: Maria Ripley

#68-3175 Kirwin Avenue

Mississauga, ON

L5A 3m4

Email: mariaripley5261@hotmail.com

Details regarding the award, criteria for selection and the nominating form can be found at:

www.oaltabo.on.ca/node/43



Can You Help?

OALT/ABO Board is looking for old issues of the NewsLETTER/Nouvelles and/or the OALT/ABO conference programs. We would like

to digitize and make the materials available on our website. If you have back issues and can part with them long enough for us to scan them it would be very appreciated.

Please contact the executive at info@oaltabo.on.ca subject line "Back Issues".

Meeting the OALT/ABO Community One Member at a Time

An interview with a randomly selected member of our Association

A Day In The Life Of This Library Technician

By Sherry Lawson

I am a graduate library technician from Seneca College some decades ago, going on to York University afterwards for a degree. This was followed by courses in museum studies and indexing. Currently, in my 50's, after a multi-faceted career in education, law, academia and public relations, I have accepted a job as the Administrator of Heritage and Library Services with the Chippewas of Rama First Nation. This small community and school library serves a village of about 600 people, and a primary school from JK to Grade 8 with 130 students.



This First Nations community may be most famous for hosting the highly financially successful Casino Rama. Previously this community was known for its ancient duty of caring for the fish weirs between Lakes Simcoe and Couchiching, now recognized as a historically significant historic site. The fish weirs have been carbon-dated at more than 5,000 years old.

Being both a school and public library has its own challenges, from supporting curriculum across the grades, to serving adult customers and supplying a fully equipped

free computer lab to all. Chief and Council of the Chippewas of Rama continue to recognize the important position a library holds in the community, and provide a solid annual budget to ensure all programs and services are provided.

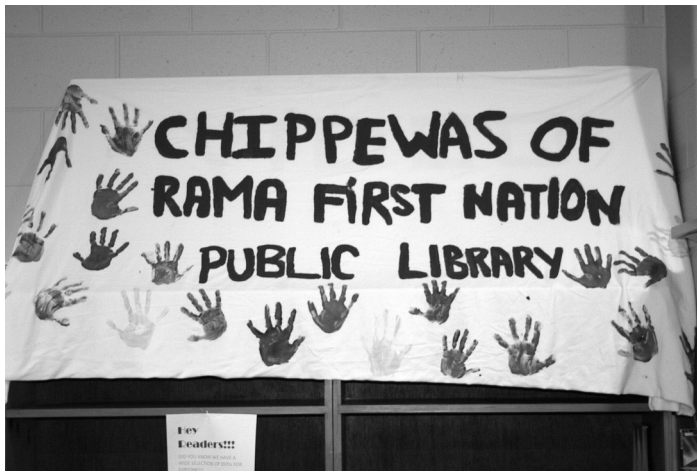
A typical day may include reading and doing crafts with 3 year old daycare children- the daycare is just a hundred yards away, and the children walk over, holding onto the rope of course. At this time of year, older students in Grades 5 and 6 are immersed in Historica Fair, kind of like a science fair, but with topics only about First Nations people and history and culture. Do you have a book on the strawberry fast, or what can you help me find on the feared Windigo? These become common reference questions in April and May each year.

There are several book clubs running independently with community members, and we are often asked to get in extra copies of certain titles. Our collection has become well-known for its very good First Nations collection, with materials by, for and about First Nations people. Our collection is able to be borrowed by anyone who can show us proper identification, whether they live in the village or not, or perhaps are cottagers in the area. First Nations people have always been more than willing to share. Currently none of these out of community library members have any materials in overdues.

The Chippewas of Rama Public Library is part of the Jasi system, which helps us organize and catalogue materials in the Dewey Decimal fashion. Our young adult section has the usual assortment of fiction involving covens and werewolves, but has recently expanded into Archie comics and non-violent graphic novels. Whatever it takes to get those young teens reading!!

Our after school community recreation department bring all their children in after school on Wednesdays- part of the group from age 5 to 10 goes into the library to read, do homework or crafts and the other half go on computers, and then they switch after half an hour. Even our pre-schoolers are very computer literate, with a full-time staff

member assigned to the computer lab area weekdays.



There are special sites for reading and shape recognition and matching games that are loaded on the computers for their little hands and minds. We even have wee little mice and headphones for them.

Although our collection is relatively small, it has become known for its solid First Nations collection. College and university students and local historians call regularly to access this information. We also have several reciprocal agreements with neighbouring libraries and this special collection is heavily used.

Our signage in the library (and outside) is in both English and Ojibway. With so few speakers of our Mnjikaning dialect, it is important for our local public and cultural institutions to do whatever is necessary to showcase our traditional language. Our children learn the language beginning in our daycare at age 2, and this continues on right up to grade 8 in the community school.

The summer reading program, school and daycare visits, assistance offered with resumes for our adult customers, all in a day's work. Besides all the regular daily and weekly duties in a library like collection development, program planning, budgeting and outreach, there is rarely a customer who walks through our doors that we do not know. We know their family, we know who their parents are, and grandparents. We often know what clan they are from, and so we understand what their gift is they bring to our community in helping to keep us balanced and whole.

Although I went to library school decades ago, I am convinced that this is where I am supposed to be right now. In

a library, surrounded by books that I love, surrounded by extended family who sometimes drop by just to `visit`. Not many people can say this about their job- I am home`.

You can reach Sherry at:

sherry@rammafirstnation.ca

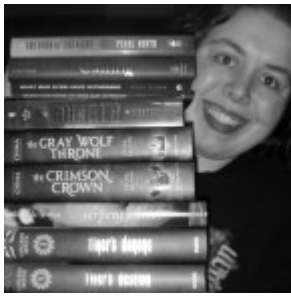
(705) 325-3611 ext. 1212 or ext. 1437



EDITOR'S DRAW!

The names of contributors to the Fall 2012, Winter, 2013 and Spring 2013 issues of NewsLetter/ Nouvelles will be entered into our draw. This year's winner will be announced in the Fall issue! Good luck everyone!





conversation
community
commenting
collaboration
contribution

On Library and Information Technicians: a 101 guide

by Lauren Bourdages, Head Editor, [INALJ Ontario](#)

I know that a good portion of you INALJ followers are Americans, and I know that you don't really have Library and Information Technicians, you have what you call paraprofessionals, and I also know that in my experience even a lot of **Canadian MLS/MLIS** holding Librarians aren't too clear on what a Library and Information Technician is or what we're capable of doing and how valuable we are. So consider this Library and Information Technicians 101.

The most important thing you need to know about Library and Information Technicians (LIT) is that **we are professionals in the same way that Librarians are**; we regard ourselves as equals who function symbiotically. Where a Librarian has a Masters level degree and a theoretical knowledge base an LIT has a Diploma from a College of Applied Arts and Technology (from what I actually know of the American post-secondary education system out CAAT diplomas are on about the same level as an Associate's Degree) which has focused on hands-on practical knowledge of the Library and Information industries.

So what exactly do LITs do you're asking? Well, the description of the role of the LIT as laid out in the "Guidelines for the Education of Library Technicians" published by the Canadian Library Association (though it is important to not that the programs are not accredited in the same manner as ALA MLS/MLIS programs).

"The library technician plays an important role on a library staff, occupying a position with a level of responsibility between that of a clerk and a librarian. Technicians support and assist librarians in the many services offered by libraries. They may direct the work of clerical staff, student assistants, other library technicians, and, under the direction of a librarian, may be responsible for a section or department in a library. Technicians may also be in charge of a small library.

Library technicians are employed in all types of libraries: academic (college and university), public, school, and special (government, business, industry, the professions, etc.). They also work at library related jobs such as records management. "

Career Crusing's Library Technician Job Description

(go ahead and click if you have a username & password) entry expands on that statement with this:

"Library technicians know how all of the libraries' resources are organized, where everything is located, and how to use all the technology.

These technicians work on the front lines, helping library users find the books, papers, and information they need. They also teach people how to use online databases and catalogues, or the best strategies for navigating the web.

Library technicians also help librarians by handling many of the day-to-day technical tasks involved in keeping the library running smoothly. They make sure all the books and other materials left lying around get back to their places. They check books and other materials in and out and keep records of library users.

Cataloguing materials is another important task. Technicians handle all the new books the library orders. They enter titles, authors, dates, and other relevant information into computer databases so that detailed and accurate records come up when people search the catalogue. They may also create indexes of topics to help people locate information in magazines, journals, and other periodicals.

Another important aspect of the job is showing patrons what a library has to offer. Often, library technicians put together displays of books and other materials relating to the library's special collections, current affairs, and other issues of interest to their patrons. Some work closely with children, making them feel comfortable in libraries and reading them stories to get them interested in books."

Let me simplify that by saying what it boils down to, ***the role of the LIT is to implement the policies, programs, and services in their work environment, we can pretty much do anything you throw at us, we can plan and deliver programming; provide face to face, phone and virtual reference; catalogue; engage in acquisitions; design and implement information management programs; handle budgets and supervision; index; and the list goes on.*** Some of the smaller Public and Regional Libraries here in Canada for instance have Library CEO's/ Director's who are Library Technicians.

The reason we are able to do all of that if because of the **accredited programs offered by Canadian Colleges.**

There are approximately 10 such programs in existence offered by 16 different Colleges across the country, the majority of which are located in my home province of Ontario thanks to Mohawk's program being offered through multiple institutions online via OntarioLearn. LIT's go through an intensive and rigorous 2-year program of study which requires anywhere from 24-28 courses and between 2-3 105 hour field placements depending on which College you attend. So by the time we finish and receive our diplomas we've logged around 1000 hours of hands-on courses and approximately 300 hours of work experience not including any work experience we've sought out on our own.

Here's the list of classes offered by Mohawk so you can get a sense of what I'm talking about:

Required Classes

1. Introduction to Libraries and the Information Industry
2. Information Technology for Library Technicians
3. Electronic Publishing and Emerging Library Technologies
4. Online Searching
5. Reference Processes
6. Reference Services and Sources
7. Library Programming, Marketing and Advocacy
8. Resource Description and Access I
9. Resource Description and Access II
10. Library Classification
11. Indexing and Subject Analysis
12. Database Design for Information Workers
13. Serials
14. Acquisitions
15. Circulation and Inter-Library Loan
16. Human Relations and Supervision
17. Library Financial Management and Budgeting

Library Option Electives

1. Genre Fiction and Readers' Advisory Service
2. Children's Services and Issues
3. Multimedia
4. Records and Information Management Fundamentals
5. Archives
6. Government Information
7. Special Libraries
8. School Libraries
9. Health Libraries and Resources
10. Youth Services and Issues
11. Strategies for Instruction for Library Technicians
12. Introduction to Metadata and Metadata Applications
13. Law Libraries and Legal Research

That's 3 required courses on learning reference services

skills, a minimum of 5 practical courses on cataloguing and classification, multiple courses on public services, and everything else you see there.

Because of our hands-on training we are a valuable asset to any library or information service provider. We're also just as passionate about the profession as our Masters level peers. We have our reasons for choosing to go the LIT route versus becoming Librarians. One of the biggest ones is the cost, it's about a third of the cost to get a CAAT Diploma versus a Masters degree here in Canada. I can register in 5 CAAT level courses for about \$1,200.00 a semester, a single semester at a Canadian University at the Graduate level costs at the bare minimum \$5,000.00. The other big reason is access; the ALA MLS/MLIS programs are far and few between here, and if I recall my research correctly none of the ones here offer online options, so unless you are willing/able to move to another city, or you can afford to pay American tuition rates for online options, it's easier to access an LIT program (especially thanks again to **Mohawk and OntarioLearn**). Another reason is a desire to take a more hands-on practical approach to the LIS industry rather than a theoretical and research based approach. The third most common reason I've come across is that it takes less time. If you wanted to you could get into an LIT program at 18 right out of high school and be ready to work in libraries by the time you were 20, whereas getting an MLS/MLIS requires a 4 year University degree followed by the two year Masters. Now that being said there's no saying we LIT's might not one day decide to do our Masters degrees, we might want to become directors in big libraries one day!

That's the beauty of the system here though, if you do your LIT diploma first you can bridge into the third year of a four year degree and then go for your Masters. I recommend that route, don't do it backwards like I did. I wish I'd thought of going into LIS right out of high school, that's how I would have done it instead of going for my four year degree, following it up with a year in Teacher's College and then FINALLY going into the LIT program.

I think that about covers everything, do you all have a better understanding of who we are, what we do and why you need us? Yes? All right then, **Library Technicians 101 is hereby dismissed then**, but I'll be available to answer any and all questions of course.

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LIT Program News

LITs @ Durham College

Second semester at Durham College has come to an end, and the first class of LIT candidates is taking a well-deserved summer break. During the semester that just finished, students completed two more technical services courses with instructor Anne Donellan, who brings experience and expertise from her position as Manager, Technical Services at Oshawa Public Library. Anne welcomed special guests from CVS Midwest Tapes, Library Services Centre and Ebsco to her classroom. In their Collections course, students learned about the benefits of written collection development policies as well as evaluation criteria and tools for selecting various materials. Anne and Tammy Robinson, Branch Manager at Northview OPL, arranged a field trip for students on one of the winter's more stormy days. Students had an opportunity to apply the skills they'd learned and complete a weeding activity at the library. In Information Services 1, students were introduced to reference interviews, Readers' Advisory, general reference tools and resources (including tier 1 databases) and the research process. After a review of the ACRL guidelines for Information Literacy and OSLA information literacy documents, students conducted mock reference interviews and used the tools and resources discussed to supply accurate answers. They also used *Jing* to create a pathfinder to instruct a novice library client on the use of one of the tier 1 databases. The final course completed in semester two was Client Services 2. During the first half of this course, students continued their studies about the place of public relations, marketing and advocacy in the world of library and information services. They used the Library Advocacy Now! document as a guide to create, deliver and evaluate an advocacy initiative on a topic of their choice. Students chose various causes, ranging from cutbacks at LAC/CISTI to the inequities and dearth of educational resources in First Nations communities. Clearly, the students were busy this semester, and have earned a break from classes for the next few months.

The number of jellybeans represents the cutbacks at LAC.

While the students are away for the summer, we're busy at the college revising outlines and planning the details for courses to be delivered in the fall. As well, I'll be contacting job shadow hosts from last fall to confirm availability to participate again this fall. As mentioned in

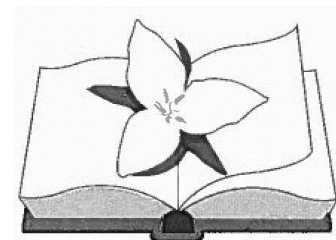
the last newsletter, this 7 week, half-day job shadow opportunity was exceptionally well-received by students, as it gave them an opportunity to see and experience what they were learning in their introductory classes, and to confirm their career and academic



pathway choice. If you did not participate last fall but would be willing to welcome a student this September, please contact me at susan.pratt@durhamcollege.ca

Thank you again to the library and information services community for your warm welcome this past year. The Durham College team looks forward to growing their participation in professional activities. Very best wishes to all for a safe and relaxing summer.

Have You Visited Our Website Lately?



OALT / ABO

www.oaltabo.on.ca

LIT Program News

LITs @ Mohawk College

Greetings to OALT/ABO members! At the time of writing, students in the online library technician program at Mohawk College are writing exams and finishing off winter courses, looking forward to a few weeks' break before the next term begins.

This message is to let you know about the courses being offered in our program this summer. They are as follows:

LIBRLT110	Introduction to Libraries and the Information Industry
INFO10172	Information Technology for Library Technicians
INFOLT402	Electronic Publishing and Emerging Library Technologies
LIBR10041	Online Searching
LIBR10044	Reference Processes
LIBR10045	Reference Services and Sources
LIBR10040	Library Programming, Marketing and Advocacy
LIBR10042	Resource Description and Access I
LIBR10043	Resource Description and Access II
LIBR10039	Library Classification
LIBR10038	Indexing and Subject Analysis
INFOLT340	Database Design for Information Workers
LIBRLT351	Serials
LIBRLT350	Acquisitions
MGMT10041	Library Financial Management and Budgeting
OADM RM100	Records and Information Management Fundamentals
LIBRRM103	Archives

Courses begin on May 10 and end on August 16/13. Registration for these courses is open until May 16, where there is still space available.

Those who have graduated from a library technician pro-

gram are considered to have met the prerequisite course requirements for any of these courses. These courses work well as professional development for those who would like to update their skills or explore a new topic. Some of you may be interested in our cataloguing courses, covering the new RDA guidelines, which we introduced last fall.

More detailed information is on our web site <http://disted.mohawkcollege.ca/library> under "Program of Studies", or feel free to email me at dolores.harmspenner@mohawkcollege.ca

Respectfully submitted,

Dolores Harms Penner
Program Manager, Library and Information Technician Program
Mohawk College

OALT/ABO OUTSTANDING STUDENT AWARD

Originally from Quebec, I've lived in the GTA for almost 13 years now. After almost fifteen years working in the retail industry and managing a travel agency, I had the luxury and pleasure of being a stay-at-home mom. Once both my children had begun kindergarten, I started volunteering at their school library. I was hooked after the very first day. It wasn't long before I registered as a mature student in the library technician program at Mohawk College. Their distance education program allowed me to continue volunteering and working while keeping up with a busy family schedule. I am now happily employed full-time as an elementary school library technician. I am grateful for the guidance and support of the instructors and the program director, Dolores Harms-Penner, who were instrumental to my achieving academic success.

I am honored to be the recipient of the OALT/ABO Outstanding Student Award. I am especially thankful that associations such as the OALT/ABO continue to recognize and support the accomplishments of students and thereby, the excellence of the college programs.

Carol Lafontaine, Mohawk LIT Program

Welcome / Bienvenue

A very special welcome to all our new members:

Ary Gaboury	Stephanie Lindsay
Alex Loupora	Erikson Cuevo
Roxana Carapet	Wasył Sydorenko
Monique Van Item	M. Evelyn Sitch
Alissa Epworth	Vicki Firth
Elizabeth Debowy	Lisa Hunziger
Lisa Cunningham	Connie Sutherland
Steve Patterson	Crystal Cowen
Jill Cameron	Katherine Robson
Wendy Watson	Aleksandra Skiljevic
Elizabeth McIntosh	Cheryl Steele
Leigh Robinson	Jason Behzadian
Josephine Lajambe	Freida Lund
Marnie Loraine Schuvter	Ela Rusaic
Irma Sauvola	Christine Maxwell
Jim Small	Susan Wall
Serena McGovern	Chang Hong
Deborah-Ann Davis	Luanne Wolfe
Heather Carter	Julie Barkley
Jennifer MacDonald	Jane Walker
Robert Christy	Junying Yu
Barbara James Richardson	



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Call for Submissions

We would love to hear from you, all and any (even a quote) contributions are appreciated. This newsletter is your window of opportunity, to which YOU can send :

- * Professional development and education matter to us, so please send us your experiences
- * Upcoming events/workshops/training etc...
- * Updates about yourself, your work, job developments etc... How about telling us about a day in the life of your workplace?
- * New technologies/tools/database
- * Book reviews are a fantastic ice breaker if you are nervous about writing
- * Library related anecdotes, humour, interesting facts and quotes
- * Your blogs or blogs you enjoy, websites, your social cataloguing profiles; GoodReads, Shelfari, LibraryThing
- * Photographs

Please submit your articles to:

oaltabonewsletter@gmail.com

Submission guidelines:

- * 1000—1500 words. We will accept longer submissions if room permits.
- * Microsoft Word Documents
- * Photos can be submitted in black and white or colour. Please send as a “.jpg” file.
- * Indicate the names of the people in photos you submit
- * With your submission please include your name and a line or two about yourself
- * We welcome articles in French

The deadline is August 15, 2013

Thank you!