

# The History of College Libraries in Ontario:

an untold story

by

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## **Introduction**

When I started at Humber in 2004, there was an owl that lived on the 5<sup>th</sup> floor, of the now, old North campus library. It was perched on top of one of the shelving units. It was covered in dust and filled with stuff that students have shoved inside its hollow frame over the years. At some point in time, I moved the owl into to my office for company and safe keeping.

When we moved into our new library in the summer of 2015, he found a new home in my new office. One of our library technicians, Izabela Hryniewicka, enquired about the owl. I didn't know much about it. We started googling. We found images of the exact same owl online and the artist's signature too. To our amazement, our owl was signed by the same artist.



(Chairish, 2017, p.1)

The mid-century, Brutalist owl by Curtis Jere is a valuable piece of art. We shared our discovery with Lynne Bentley, our director at the time, and library staff. Our owl was inventoried and documented by Humber.

Carol Campbell, one of our library technicians, started her career at the Humber Osler campus library in 1973. She told us how the owl used to sit behind the Reference Desk at the Osler library. Carol moved to the North campus library in 1975. At that time, the North campus library was located in E building where the School of Business is presently located (Campbell, 2017, n.p.). In June 1990 the Osler campus and library closed (Campbell, 2017, n.p.). Our owl took flight, and found its way to the North campus library that had just opened in 1989 (Karapita, 2007, p.111). One mystery solved.

## **The Process**

### **Finding a Gap**

Finding the provenance of the owl and its Humber origins got me thinking of all our untold stories. Not only ours, but all college libraries across the province. My interest peaked, I spent the next few days searching, looking for books and articles on college library history in Ontario. I found nothing but a gap in the literature. This would be an amazing research project. I submitted my sabbatical topic to Lynne, the History of College libraries in Ontario. To my delight, it was approved by Lynne and Humber college administration.

## **Methodology**

### **Questionnaire**

I sent an email and questionnaire to the HLLR - Heads of Libraries and Learning Resources, asking them to let me know if they had sources relating to their college library history. Unfortunately, this method did not provide many resources.

### **Survey**

I was prepared to interview college library staff at each college, retirees and OCLS - Ontario College Library Services staff, if I could not find enough primary and secondary sources to write my paper.

### **Research Ethics Applications**

I had to get approval from both the Humber Research Ethics Board and the Multi-site College Research Ethics Board before I could interview, to show that there was minimal risk to participants being interviewed. I submitted a 75 page Ontario Community Multi-site application to the board that included my survey questions. One of the requirements was to complete eight online tutorials on research and ethics so that I could get the following certificate to complete my application:

Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans Course on Research Ethics (TCPS 2 Core)

Multi-site approval meant that my research had been approved and registered by the Multi-site College Research Ethics Board. Once approved, each college would be notified of my research and that there was minimal risk to potential participants. This, however, excluded French colleges, OCLS staff and retirees. I got approved in January 2017.

### **Primary and Secondary Sources**

Lynne, having just retired, was back at Humber working in archives. She filled boxes with stuff that I might find useful. These boxes were full of Ontario college library newsletters, reports and letters that had never been catalogued or indexed. I spent weeks at home organizing it, reading it and deciding what to use to use. This is exactly what I needed to tell the story of how our libraries began. This archival material, the resources I had already gathered to date, and some interviews provided me with enough resources to start writing.

Why had nobody taken the time to write our story? I am guessing, as you will see in the early years, we were just busy being busy: starting colleges, starting libraries, finding spaces, hiring staff, starting branches, building collections and serving students and faculty. As we celebrate our first 50 years, college libraries in Ontario have a wonderful story to tell. I hope I do us all, past and present, justice. Enjoy.

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## **Acknowledgements**

I would like to thank Lynne for your enthusiasm and support for this project. Right from the very beginning, you shared resources that you had accumulated over the years as a librarian and director. You provided me with several suggestions from day one. Few people would be in the library days after retiring giving of their time. Thank you.

Humber Library staff thanks for your support. So many of you, inspire me, to want to write about us. From the Carol's who started in 1973, to our newbies like Izabela, and all those in between - thank you so much.

Thanks Alex Eykelhof at OCLS for proving me with materials relating to Bibliocetre.

Thanks to the directors and your library staff who sent me resources.

Thanks to those who I interviewed, for sharing your story.

Finally, Humber College, thanks for the opportunity to share our story.

## Chapter 1

How did the Colleges Begin?

“The Colleges came before the buildings that were to house them.”

William Ready

McMaster Librarian

(Ready, 1970, p. 50)

## **Chapter 1**

The purpose of this chapter is to:

explain how and why 19 colleges were created so quickly

look at the mandate of the new colleges - who it was to serve, the curriculum to be taught and how their locations were chosen

look at Bill 153, the Act to Amend Education, the legislation that made the colleges a reality

Presently there are 24 colleges in Ontario:

Algonquin College of Applied Arts and Technology, Nepean ON

Cambrian College of Applied Arts and Technology, Sudbury ON

Canadore College of Applied Arts and Technology, North Bay ON

Centennial College of Applied Arts and Technology, Toronto ON

Collège Boréal, Sudbury ON

Conestoga College Institute of Technology and Advanced Learning, Kitchener ON  
Confederation College of Applied Arts and Technology, Thunder Bay ON  
Durham College of Applied Arts and Technology, Oshawa ON  
Fanshawe College of Applied Arts and Technology, London ON  
Fleming College of Applied Arts and Technology, Peterborough ON  
George Brown College of Applied Arts and Technology, Toronto ON  
Georgian College of Applied Arts and Technology, Barrie ON  
Humber College Institute of Technology and Advanced Learning, Toronto ON  
La Cité collégiale, Ottawa ON  
Lambton College of Applied Arts and Technology, Sarnia ON  
Loyalist College of Applied Arts and Technology, Belleville ON  
Mohawk College of Applied Arts and Technology, Hamilton ON  
Niagara College of Applied Arts and Technology, Welland ON  
Northern College of Applied Arts and Technology, Timmins ON  
St. Clair College of Applied Arts and Technology, Windsor ON  
St. Lawrence College of Applied Arts and Technology, Kingston ON  
Sault College of Applied Arts and Technology, Sault Ste. Marie ON  
Seneca College of Applied Arts and Technology, North York ON  
Sheridan College Institute of Technology and Advanced Learning, Oakville ON

(Ontario Government, 2017, n.p.)

It is hard to imagine that before May 21, 1965 these colleges did not exist (Davis, 1967, p.5).

### **Post-secondary landscape in the 1960's**

Prior to the establishment of the colleges in May 1965, what did the post-secondary landscape look like?

## **Institutes of Technology**

In 1963, there were seven Institutes of Technology in Ontario with a combined enrolment of 4,000 students. A few of these institutes would become part of the new college system. The Legislative Assembly's Committee on Manpower Training in 1963 recommended making even more them. (Skolnik, 2010, p.4)

## **Universities**

The number of universities in Ontario had increased from five at the beginning of World War II to 14 by 1963. There were arguments to expand the university system as well to address the need for additional post-secondary education. Why was there an urgent need to expand it? (Skolnik, 2010, p.3)

## **William Davis, Minister of Education**

William Davis was appointed Minister of Education for Ontario in 1962. He stated that there were three reasons why Ontario's education system needed to expand. (Anonymous, 2017, n.p.)

### **"Knowledge Explosion"**

First, there were changes in people's attitudes towards education. Hansen and Ireland explained that: "education will be more and more a necessary condition of useful citizenship. It will not be a process to get over and done with once and for all, at a certain age, but will continue at intervals through life" (Hansen and Ireland, 1971, p.35). Davis referred to this as the "Knowledge Explosion" (Davis, 1967, p.8).

### **"Population Explosion"**

Second, the need to expand Ontario's education system was due to the "population explosion" that was taking place at the same time (Davis, 1967, p.9). "The number of pupils in elementary school, which was just over a half million in 1946, had grown to 1.25 million by 1964 and was projected to reach 2 million by 1982 or 1983" (Davis, 1967, p.9). In 1961, there were just under 29,000 full-time students in Ontario universities. By 1970, that number had increased to 111,000. The increase in part-time time studies was even higher (Hansen and Ireland, 1971, p.32).

### **"Technological Revolution"**

Finally, the need to expand Ontario's education system because the "technological revolution" would result in an unskilled workforce in Ontario (Davis, 1967, p.9). Davis said: "Those who did not acquire the knowledge and skills required by new technology faced the

prospect of economic obsolescence, and the shortage of individuals with such knowledge and skills threatened to retard the economic development of the whole province” (Davis, 1967, p.9).

These three factors combined explain why it was necessary to create a new college system in Ontario.

### **Ontario Colleges in Context - Canada and the US – Picking a Model**

Ontario was the third province that introduced the college system, behind Alberta and British Columbia. Dating back to their establishment in the 1960's, each of these college systems has had university transfer as part of their function. This model was also popular in the United States (Gouveia, 2014, p.2).

Davis decided that transfer would not be a function of the Ontario colleges. He said: “You will note that I have not included in the list of courses what the Americans call the “transfer” or “college-parallel” courses, leading to advanced placements in universities, because there is no need for such courses in Ontario at the present time at least. If circumstances so require we will naturally change or make adaptations to our present plans” (Davis, 1967, p.14).

### **The Mandate of the College**

The college had three principles: to serve a certain type of student, to provide vocational education and to provide this education in their community.

#### **Principle 1 Students**

College would be appropriate for:

high school graduates who did not want to attend university

adults and out-of-school youth, whether or not they had completed high school

(Davis, 1967, p.13)

#### **Principle 2 Curriculum**

College curriculum and programs would have the following features:

vocational oriented curriculum

programs designed to meet the labour needs of the community

programs would vary in length

programs would include work-experience

Here are some examples of courses to be taught:

Engineering technician and technologist programs

Agricultural programs

General adult education programs, including cultural and leisure time activities

General or liberal education courses, including remedial courses in basic subjects ie  
English, Mathematics, Science.

High level programs in office and distributive occupation

Recreation and physical education

Retraining, upgrading and updating courses

Trade skills, pre-apprenticeship and apprenticeship training

Service industry courses ie tourist industry

Commercial courses ie cost accounting, data processing, computer programming

(Davis, 1967, p.12-13)

### **Principle 3 Location**

College location would:

Be located in their communities

Colleges located at home meant that students would not have to go abroad to get an education. It would allow them to continue to be contributing members of their own communities (Gouveia, 2014 p.2).

### **Bill 153 - The Act to Amend the Department of Education Act**

The Act to Amend the Department of Education Act (Bill 153) allowed for the college system to be born. Davis said in his statement to the on Legislature May 21, 1965: "Mr. Speaker: The introduction of this Bill providing enabling legislation for the establishment and operation of a system of Colleges of Applied Arts and Technology is an historic occasion in our Province" (Davis, 1967, p.5).

### **New Governance**

The Technical Institutes in Ontario had been administered by one provincial government department – the Department of Education. Under Bill 153, each new college was made

responsible to a local Board of Governors and advisory bodies called Council of Regents” (Ready, 1970, p. 50).

### **Council of Regents**

The members of the Council of Regents were appointed by the Minister to assist him in the planning, establishment and co-ordination of programs of instruction and services for the colleges. The first Council of Regents appointed are listed on the Basic Documents p 22 (Davis, 1967, p.22).

### **Boards of Governors**

The Department of Education and the Council of Regents appointed the Boards of Governors. The Board of Governors would be made up of experts in their fields and prominent individuals from that area (Davis, 1967, p.20).

### **Picking Locations of the New Colleges**

One of the first roles of the Council of Regents was to assist the Minister picking the general areas for the new colleges. The Department of Education and the Council of Regents proposed a plan for the future locations (Davis, 1967, p.20).

Once the areas had been identified, the Board of Governors was to select the sites of the future colleges. This would be subject to the approval of the Minister and the support of the Council of Regents. The legislation stated: “Subject to the approval of the Minister upon the recommendations of the Council of Regents, the Board of Governors shall select the site or sites of the college” (Davis, 1967, p.30).

Selecting these areas was one of the first steps in providing education at home. This explains why and how our present day colleges are spread over the province.

Davis said to the Ontario Legislature on 16 March 1966: “I am happy to announce that an Order-in-Council has been approved setting up eighteen areas for the planning and development of Colleges of Applied Arts and Technology” (Davis, 1967, p.17).

See – (Chapter 1 Appendix A and B)

There are actually 19 areas listed below in Appendix A and B. Why? They decided to add an additional area in July 1966. In 1968, Loyalist became a separate college from Fleming College. In 1972, two more colleges were created: North Bay and Sault campuses became Canadore College (separate from Cambrian) and Sault College became separate from Cambrian in 1972. The French Colleges would also be established at a later time, increasing the number of colleges to 24 (McDayter, 1981, p.19).



## **Chapter 1 Appendix A**

### The Establishment of College Areas

#### **Area 1**

to serve all the municipalities, including any cities or separated towns, within the counties of

Renfrew

Lanark

Carleton

Russell

Prescott

#### **Area 2**

to serve all the municipalities, including any cities or separated towns, within the counties of

Frontenac

Leeds

Grenville

Dundas

Stormont

Glengarry

#### **Area 3**

to serve all the municipalities, including any cities or separated towns, within the counties of

Lennox and Addington

Hastings

Prince Edward

Northumberland

Peterborough

Haliburton

Victoria

**Area 4**

to serve all the municipalities, including any cities or separated towns, within the counties of

Ontario

Durham

**Area 5**

to serve the municipalities of

The Township of Scarborough

The Township of East York and

The Town of Leaside

**Area 6**

to serve the municipalities of

The Township of Etobicoke

The Township of York

and the Towns of Mimico, New Toronto and Weston and the Village of Long Branch

**Area 7**

to serve the Township of North York and all the municipalities within the County of York that do not form part of the present Metropolitan Toronto area

**Area 8**

to serve all the municipalities, including any cities or separated towns, within the counties of

Peel

Halton

**Area 9**

to serve all the municipalities, including any cities or separated towns, within the counties of

Wentworth

Brant

and the Townships of Oneida, Seneca, N. Cayuga, Walpole and Rainham in the County of Haldimand and any urban municipalities within the boundaries of those townships and the townships of N. Grimsby, S. Grimsby and Caistor in the County of Lincoln and any urban municipalities within the boundaries of those townships

**Area 10**

to serve all the municipalities, including any cities or separated towns, within the county of

Welland

and the Townships of Niagara, Grantham, Louth, Clinton and Gainsborough in the County of Lincoln and any urban municipalities within the boundaries of those townships and the Townships of Moulton, Sherbrooke, Dunn, Canborough and S. Cayuga in the County of Haldimand and any urban municipalities within the boundaries of those townships

**Area 11**

to serve all the municipalities, including any cities or separated towns, within the counties of

Middlesex

Elgin

Norfolk

Oxford

**Area 12**

to serve all the municipalities, towns, within the counties of

Essex

Kent

**Area 13**

to serve all the municipalities, towns, within the county of

Lambton

**Area 14**

to serve all the municipalities, towns, within the counties of

Huron

Perth

Waterloo

Wellington

**Area 15**

to serve all the municipalities, towns, within the counties of

Bruce

Grey

Dufferin

Simcoe

and the districts of

Muskoka

Parry Sound

**Area 16**

to serve all the municipalities, towns, within the districts of

Algoma

Manitoulin

Sudbury

Nipissing

**Area 17**

to serve all the municipalities, towns, within the districts of

Cochrane

Timiskaming

**Area 18**

to serve all the municipalities, towns, within the districts of

Kenora

Rainy River

Thunder Bay

**Area 19**

established by an Order-in-Council July 14, 1966

the City of Toronto

the Village of Forest Hill

the Village of Swansea

The areas became the following colleges .

(Davis, 1967, p.17-19)

## **Chapter 1 Appendix B**

### Locations and Names of the Colleges

#### **Area 1**

##### **ALGONQUIN COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

1385 Woodroffe Avenue,

Ottawa 5, Ontario. Phone: 224-1717

Chairman, Board of Governors: Mrs. G. V. Haythorne President: Dr. F. T. Rosser

#### **Area 2**

##### **ST. LAWRENCE COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

P.O. Box 6000,

Kingston, Ontario. Phone: 542-7349

Chairman,

Board of Governors: Dr. J. V. Basmajian President: Mr. R. C. Short

#### **Area 3**

##### **SIR SANDFORD FLEMING - LOYALIST COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

Chairman, Board of Governors: Rev. H. J. Maloney

Vice-Chairman,

Board of Governors,

Sir Sandford Fleming Campus: Mr. S. W. Daniel

P.O. Box 653,

Peterborough, Ontario. Phone: 743-6511

President: Mr. D. B. Sutherland

Vice-Chairman,

Board of Governors,

Loyalist Campus: Judge J. C. Anderson

c/o Centennial School,

Palmer Road,

Belleville, Ontario. Phone: 962-9955

President: Mr. J. K. Bradford

#### **Area 4**

##### **DURHAM COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

304 Simcoe Street North,

Oshawa, Ontario. Phone: 576-0210

Chairman, Board of Governors: Mr. Stewart Alger President: Dr. Gordon Willey

#### **Area 5**

##### **CENTENNIAL COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

651 Warden Avenue,

Scarborough, Ontario. Phone: 694-3241

Chairman, Board of Governors: Rev. Dr. R. F. Stackhouse

President: Mr. John L. Haar

**Area 6**

**HUMBER COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

3495 Lakeshore Boulevard West,

Toronto 14, Ontario. Phone: 259-8401

Chairman, Board of Governors: Mr. E. S. Jarvis

President:

**Area 7**

**SENECA COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

P.O. Box 40,

Willowdale, Ontario. Phone: 223-9661

Chairman, Board of Governors: Dr. F. W. Minkler

President: Mr. W. T. Newnham

**Area 8**

**SHERIDAN COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

90 Dundas Street West,

Cooksville, Ontario. Phone: 277-2711

Chairman, Board of Governors: Mr. J. A. Turner

President: Mr. J. M. Porter

**Area 9**

**MOHAWK COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

196 Wentworth Street North,  
Hamilton, Ontario. Phone: 529-2992

Chairman, Board of Governors: Judge W. K. Warrender

President: Mr. J. W. Hazelton

#### **Area 10**

##### **NIAGARA COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

8 King Street,

Welland, Ontario. Phone: 735-0042

Chairman, Board of Governors: Mr. Paul Forestell

President: Dr. W. G. Bowen

#### **Area 11**

##### **FANSHAWE COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

P.O. Box 4005, Terminal C,

London, Ontario. Phone: 455-9520

Chairman, Board of Governors: Mr. John G. Laurie

President: Dr. J. A. Colvin

#### **Area 12**

##### **ST. CLAIR COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

660 Ouellette Avenue,

Windsor, Ontario. Phone: 253-7237

Chairman, Board of Governors: Mr. D. I. McWilliams

President: Dr. R. C. Quittenton

### **Area 13**

#### **LAMBTON COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

P.O. Box 969,

Sarnia, Ontario. Phone: 344-7434

Chairman, Board of Governors: Dr. W. G. Forbes

President: Mr. W. E. Franke

### **Area 14**

#### **CONESTOGA COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

279 Weber Street North,

Waterloo, Ontario. Phone: 743-2902

Chairman, Board of Governors: Mr. P. B. Mason

President: Mr. James W. Church

### **Area 15**

#### **GEORGIAN COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

P.O. Box 13,000,

Barrie, Ontario. Phone: 728-1951

Chairman, Board of Governors: Mr. G. R. McCague

President: Mr. R. P. Crawford

**Area 16**

**CAMBRIAN COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

261 Notre Dame,

Sudbury, Ontario. Phone: 675-6453

Chairman, Board of Governors: Dr. Walter Curlook

President: Mr. J. T. Koski

**Area 17**

**NORTHERN COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

155 Pine Street North,

Timmins, Ontario. Phone: 264-9413

Chairman, Board of Governors: Magistrate W. S. Gardner

President: Mr. O. E. Walli

**Area 18**

**CONFEDERATION COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

411 Donald Street,

Fort William, Ontario. Phone: 577-2235

Chairman, Board of Governors: Dr. A. W. H. Challis

President: Air Vice Marshal,

D. A. R. Bradshaw

**Area 19**

**George Brown College**

(Davis, 1967, p.38-40)

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## Chapter 2

### How to Start Your Very Own College: Humber College a Case-study

“An old school building housed a brand new concept in education and it was filled with great energy and enthusiasm.”

Douglas Light,

Humber’s first Dean of Faculty

(Noble, 1977, p. 8)

## **Chapter 2**

Centennial College would be the first college to open its doors in September 1966. The rest of the colleges would open the following year in September of 1967. How did the colleges open so quickly? The newly created legislation was prescriptive. It gave directions regarding the creation and the governance of the colleges. It provided detailed instructions on what the new colleges should look like (Knight, 1967, p. 10 ).

### **Guidelines for starting your college**

In the Basic Documents, however, there is a paper entitled: “Some Unique Features of Colleges of Applied Arts and Technology” dated February 1967. This was a guide to help you start your college. It states: “It is not intended to provide an immediate blueprint but rather a goal towards which the new institutions should aim. Some of the suggestions readily lend themselves to immediate implementation; others must await the opportune moment” (Davis, 1967, p.32). What follows are excerpts from that document.

### **New Dimension in Education**

Educational television should be developed to the maximum. Open-circuit with the employment of the videotape recorder to preserve publicly televised programs for the use within the College. Closed-circuit should be used to enhance instruction and cope with the weight of numbers.

### **Educational Services Council**

With a director to chair it and responsible only to the president, it is recommended. This director would be responsible for operations analysis within the college and with the council would integrate for maximum effectiveness such services as those of the library, data centre, counselling to promote innovation.

### **Curriculum Committee**

A committee with three members from a university, three members from a college and three members from a secondary school should be appointed at each college to investigate the ways in which programs of study at different levels of education may be integrated. The chairman should come from industry.

### **College Committee**

A College Committee consisting of an equal number of students and faculty with the president of the college as advisor is proposed. The function is to promote understanding of college policy between faculty and students and to provide a source of redress for grievances of either group. Among student members should be the president of the Student Council and heads of student societies.

### **Counselling Services**

Students should have access to a team of counselors who are qualified in normal and social psychology and testing and evaluation.

### **Community Recreational and Resource Centre**

This could include a library, auditorium, lecture theatres, seminar rooms and lounges. The library would operate 24 hours a day to accommodate day and evening classes. It would include a data centre, essential for research in new instructional techniques.

### **Professional Development**

The preferred program for faculty is one of a pre-service orientation period followed by two years of in-service training.

### **Curriculum Conferences**

Curriculum specialists from the colleges should meet regularly to share standards with all teachers from all colleges.

## **Student Assessment**

The credit system of student assessment, with major emphasis on term rather than examination, is proposed.

## **Upgrading and Enrichment Programs**

Upgrading programs must be introduced at all levels: English language programs for non-English-speaking, new Canadians or for those who did not graduate from high school.

## **Computer Utilization**

Computer techniques should be introduced into the colleges to integrate, for administrative purposes, student records and instruction; educational research and testing; financial accounting and inventories; retrieval of instructional materials (in the library) and critical path for plant and equipment. Students should be taught to understand the methods of computer utilization.

(Davis, 1967, p.33-37)

## **Humber College a Case-study**

Dean R.H. Noble sent out a memorandum to Adrian Adamson, Jim Brodie, Wayson Choy, Margaret Hicks, Audrey MacLellan, Eric Mundinger, Phil Karpetz, Elsie Swartz, Bill Wells asking them to edit a draft of a Humber College history that was to be published for Humber's 10<sup>th</sup> birthday dated 5 August 1976. He says: "You have been a member of the college staff since 1967, therefore, I wonder whether I could impose upon your goodwill and ask you to read the enclosed draft, and advise me of any highlights, etc., you believe might be included. If you could jot down a few words on each highlight I would be most grateful" (Noble, 1976, p. 1).

The result was: "Humber at 10: an Historical Record of Humber College of Applied Arts and Technology". I have used this document to show how Humber became a college and the process that all colleges would take to become a college.

## **Creating a Board of Governors**

The colleges became a reality when The Ontario Council of Regents began to appoint members to represent them and the Board of Governors at each newly created college. Humber's first Board of Governors was comprised of the following people:

E.S. Jarvis

Chairmen

S.L. Britton

Vice-Chairmen

Dr. Anne Curtin
Rev. Bartholomew DeSimone
William Farquhar
Dr. W.F. Graydon
Dr. Norman Gunn
Rev. David McGuire
C.C. Muir
G.F. Turner
S.S. Vozoris
D.A. White

(Noble, 1977, p. 4)

The first meeting of the Board of Governors was October 3, 1966 at the Valhalla Inn at highway 427 and Holiday Drive (Noble, 1977, p. 5). This abandoned hotel was demolished just recently to make way for residential development, more new townhouses.

### **Creating a name**

On November 1, 1966, “Area 6” got a name – Humber College. The Board of Governors unanimously voted that the college assumed its identity from the Humber River system, a physical feature shared by the Boroughs of Etobicoke and York, the Boroughs Humber College was designed to serve (Noble, 1977, p. 5). The Ontario Council of Regents announced that Humber College of Applied Arts and Technology was formally recognized in the Ontario Gazette on January 7, 1967 (Noble, 1977, p. 6).

### **Finding a Space / Campus**

In April of 1967, under the direction of the Board of Governors, Claire B. Routley, the interim Business Administrator and Registrar of Humber College, completed arrangements to rent and renovate the James S. Bell Public School building from the former Lakeshore Board of Education. This building at 3495 Lakeshore Blvd West became Humber College’s first building/campus (Noble, 1977, p. 6). There are floor plans that allow us to see what this space looked like.

See - (Chapter 2 Appendix A, B and C - Humber College Floor Plans at 3495 Lakeshore Blvd West)

Humber's first library was housed in this building. (MacLellan, 2017,n.p.). You will find it in the floor plans.

**Faculty**

Douglas Light, Humber College's first Dean of Faculty assumed his duties on June 1, 1967. Mr. Light came to Humber from Ryerson Polytechnical Institute. Dean Light selected Humber's first three academic chairmen and collectively they developed the programs and hired the faculty that would teach them in the Fall of 1967 (Noble, 1977, p. 6).

Dean	D. E. Light
Academic Chairmen:	
Applied Arts	Frederick Manson
Business Administration	A. John Almond
Engineering Technology	James W. Speight
Assistant Chairman Engineering Technology	Noel C. McDermott

**Humber's First Faculty**

Applied Arts	Business Administration	Engineering
Adrian C. Adamson	Donald August	J. N. E. Bradbury
Wayson S. Choy	Robert C. Bell	D. A. Clunis
Robin M. Duff	J. Brodie	Ralph Dinsmore
Miss Georgette Dutheil	Gilbert Little	Eugene L. Duret
Miss Judith Gum	Eric Mundinger	Harry P. Edmunds
Miss Margaret Hincks	Miss Heather Nisbet	R. C. Jansen
E. Lloyd Lake	David J. Pugsley	J. Muszi
Walter McDayter	Robert A. Robinson	Arthur Penny
Kenneth L. Plotnik	Jerry Y. Sukman	E. Bruce Peters
Lawrence H. Richard	Miss Elsie Swartz	S. L. Vandenbroek
Miss Margaret Robinson	Jack Van Kessel	Douglas E. Wright
Rex Sevenoaks		
Mrs. Sylvia C. Silber		
William Wells		

(Noble, 1977, p.7)

### **Administrative Staff**

Interim Registrar	Claire Routley
Bursar	Jack Thomson
Counsellor	Philip Karpetz
Librarian	Mrs. Audrey McLellan
Nurse	Mrs. Jean Jones

(Noble, 1977, p.7)

### **Support Staff**

Rose Bobechko
Betty Campbell
Helen Quirk
Dawn Sanderson
Ruth Shaw
June Sherriff
Doris Tallon

(Noble, 1977, p.8)

### **First Day of Classes**

September 11, 1967 Humber opened for classes. 500 students enrolled in 25 programs varying in length from 1 to 3 years offered under the academic divisions of Applied Arts, Business and Technology (Noble, 1977, p. 9).

### **A President is Hired**

After interviewing many applicants, the Board of Governors hired Gordon Wragg as Presidents on October 30, 1967. Wragg had been the principal of the Provincial Institute of Trades in Toronto, which eventually became George Brown College of Applied Arts and Technology under the new province wide college system. Wragg was officially installed as the first president on January 18, 1968 (Noble, 1977, pp. 9-10).

### **First Graduation**

May 25, 1968 Humber College had its first graduation ceremony (Noble, 1977, p.10).

## **Humber logo**

On December 1, 1968 the Board of Governors approved the logo for the college. It was conceived by Dean Charters, one of Canada's leading designers (Noble, 1977, p. 11).

## **Campuses**

### **Campus 1**

3495 Lakeshore Blvd West

As mentioned before, the James S. Bell Public School at 3495 Lakeshore Blvd West was Humber's first campus (Noble, 1977, p. 6).

### **Campus 2**

North Campus

205 Humber College Blvd

A new campus began when Humber purchased 240 acres of land located one mile north of Rexdale Blvd off Highway 27.

The architect firm of Allward and Gouinlock was chosen to build.

Building Phase 1

Phase 1 of construction began in March 1968 of a two-storey, 65,000 sq ft Fieldhouse.

During the Summer and early Fall of 1968, the majority of faculty and staff moved from the James S. Bell Public School at to the new North Campus. Technology and Applied Arts programs were still being conducted at the old location.

(Noble, 1977, p. 10)

Building Phase 2

Phase 2 of the North Campus construction was completed in 1969. The Business Division and the Library moved into their new facilities which were added to the existing Fieldhouse (Noble, 1977, p. 12).

Building Phase 3

Phase 3 of North Campus building program began in 1971. The Technology Building, Applied and Liberal Arts Complex, Central Heating Plant and the Humber Athletic Bubble were all completed at this time (Noble, 1977, p. 16).

### **Campus 3**

56 Queen Elizabeth Bld

Humber took over the Etobicoke Adult Retraining Centre on April 1, 1968 (Noble, 1977, p. 11).

### **Campus 4**

Keelesdale Campus

88 Industry Street

In 1970, in the Borough of York, Humber opened the Keelesdale Campus at 88 Industry Street in Weston (Noble, 1977, p. 14).

### **Campus 5**

829 Queensway

In 1970 Humber added another campus at 829 Queensway. This was a public school building leased from the Etobicoke Board of Education (Noble, 1977, p. 15).

### **Campus 6**

Osler School of Nursing

In 1973 Osler School of Nursing was transferred to Humber (Noble, 1977, p. 21).

### **Campus 7**

Quo Vadis School of Nursing

In 1973 Quo Vadis School of Nursing was transferred to Humber (Noble, 1977, p. 21).

### **Campus 8**

65 Culan Ave

In 1974 Humber leased the Queensland Public School Building from the Etobicoke Board of Education. The school at 65 Culan Ave near Kipling and Queensway was the 8<sup>th</sup> campus (Noble, 1977, p. 23).

## **Campus 9**

3199 Lakeshore Blvd West

A 9<sup>th</sup> campus was acquired in 1975 when Humber took over the Lakeshore Teacher's College at 3199 Lakeshore Blvd West in Etobicoke. This campus was located in a park-like setting of 37 acres on the shore of Lake Ontario (Noble, 1977, p. 25).

### **Creating Administrative and Support Centres**

The following administrative and support centres were established by Humber in the first 10 years:

#### **Professional Development Department**

This department was created to assist new teachers in acquiring skills and to help instructors to enhance and add to their teaching experience (Noble, 1977, p. 12).

#### **Registrar's Office**

It processed thousands of applications and maintained student records. It also published program information for brochures.

#### **Personnel Services**

It hired manpower and maintained personnel records.

#### **Purchasing Department**

This department purchased everything from pencils to busses.

#### **Property Services**

This department was responsible for grounds, plant maintenance, security and custodial services.

#### **Office Services**

This department provided the communication needs of the college - printing, stationary, mail rooms and telephone communications.

#### **Transportation Department**

This department operated a fleet of vehicles including busses to transport students and staff to and from campuses.

### **Career Planning and Placement**

This department helped students find jobs.

### **College Bookstore**

Bookstores were operated on every campus for students to buy their textbooks.

### **Computer Centre**

This centre was used for teaching, and when not used by students, administrative work was processed.

### **Food Services**

This service provided cafeterias at each campus.

### **Libraries**

This department provided thousands of book, magazines, documents, recordings and tapes at each campus.

### **Physical fitness and athletic facilities**

The Athletics Department provided sports and physical fitness services in the Humber Bubble.

### **Health Centres**

It provided on duty registered nurses. Doctors made regular visits providing students and staff with on-campus medical services.

### **Counselling Services**

This department provided counselling to students.

### **Instructional Materials Centre now the Learning Resources Centre**

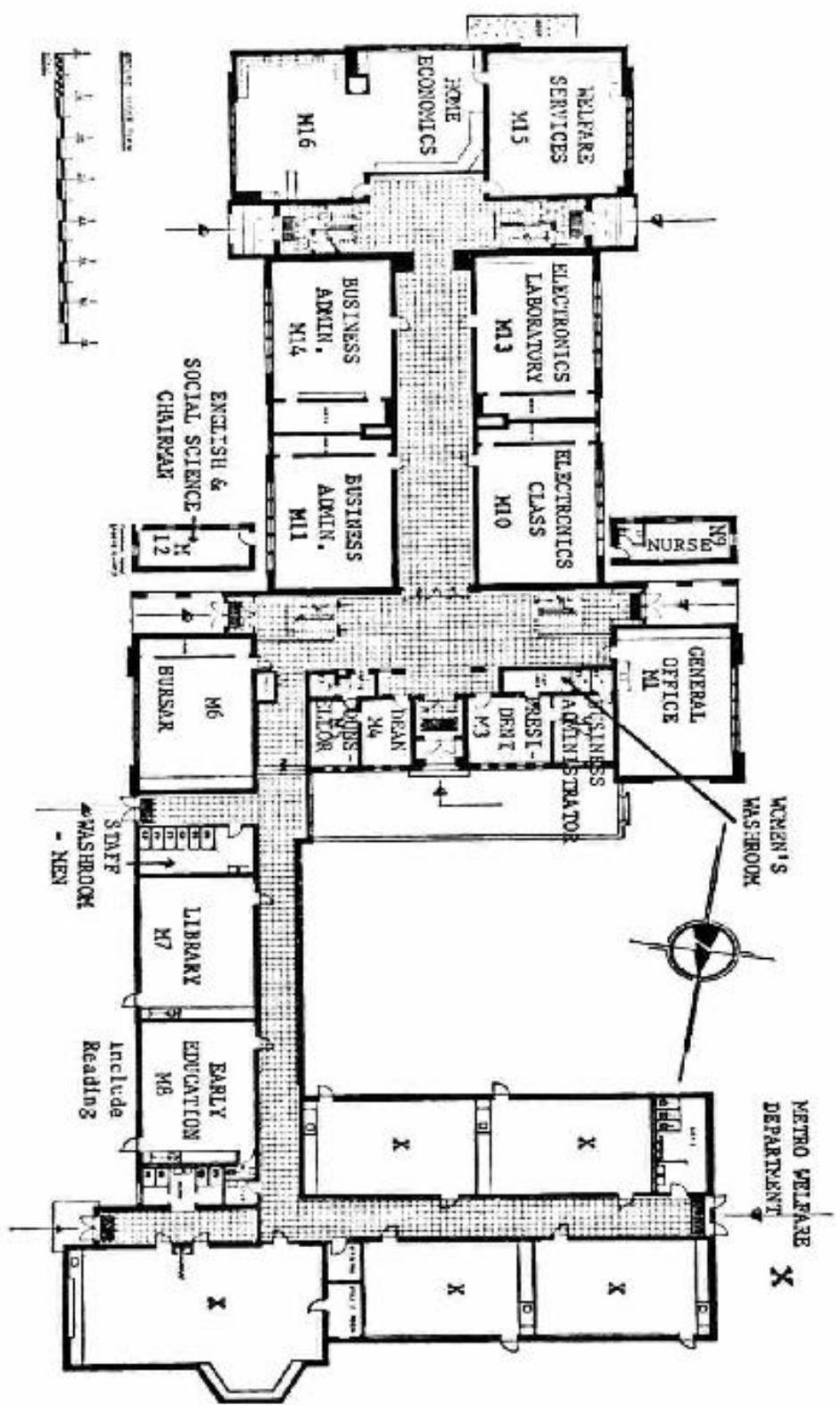
This centre was responsible for the development and provision of audio-visual teaching aides for faculty and students. Films, videotapes, slides, photos and graphics dealing with various college programs were obtained and produced here. It was also used as a teaching facility for Audio Visual Technicians and students in other communications programs.

(Noble, 1977, p. 27 to 29)

**Chapter 2 Appendix A**

**Humber College Ground Level Floor Plans at 3495 Lakeshore Blvd West**

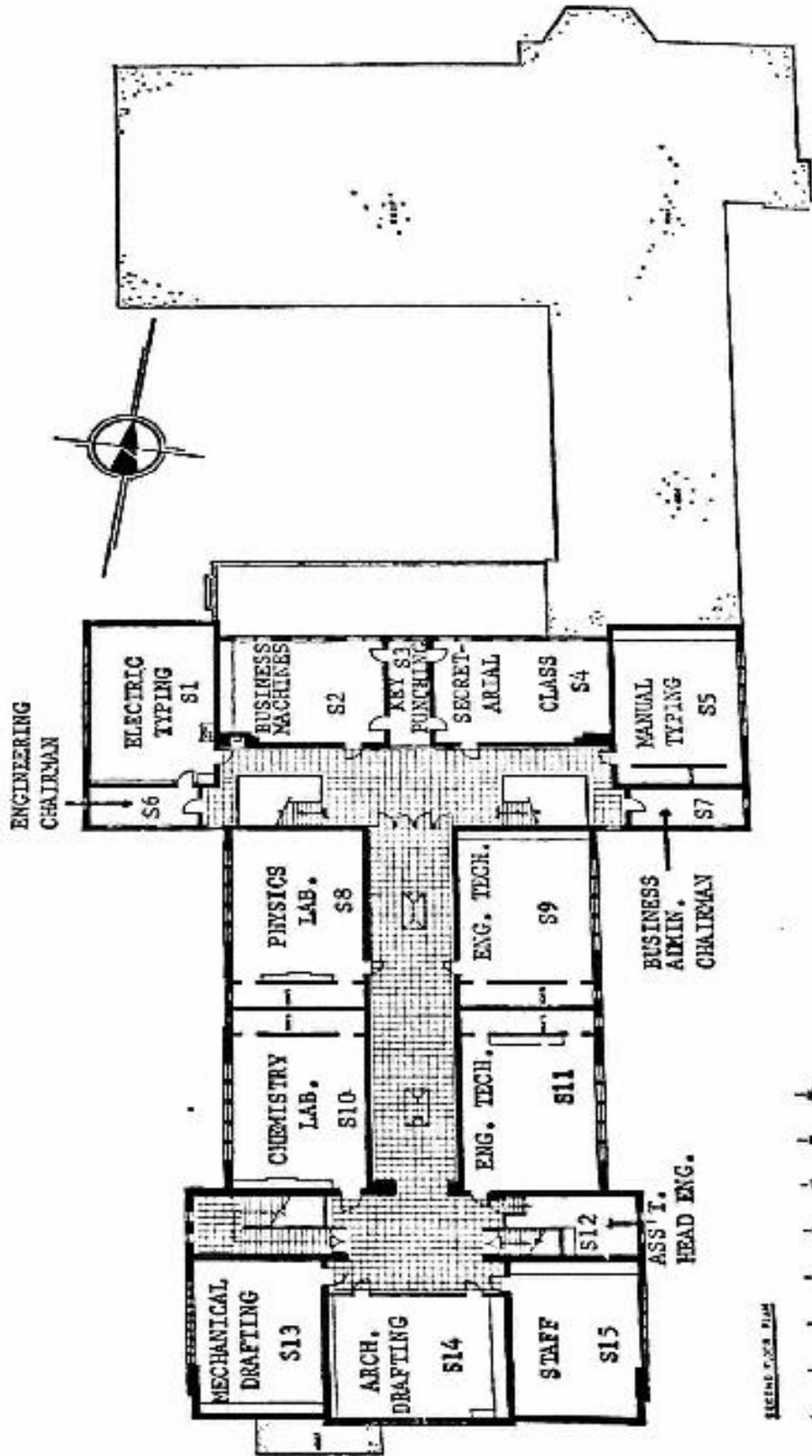
**(Humber, 1967, p.4)**



**Chapter 2 Appendix B**

**Humber College Second Level Floor Plans at 3495 Lakeshore Blvd West**

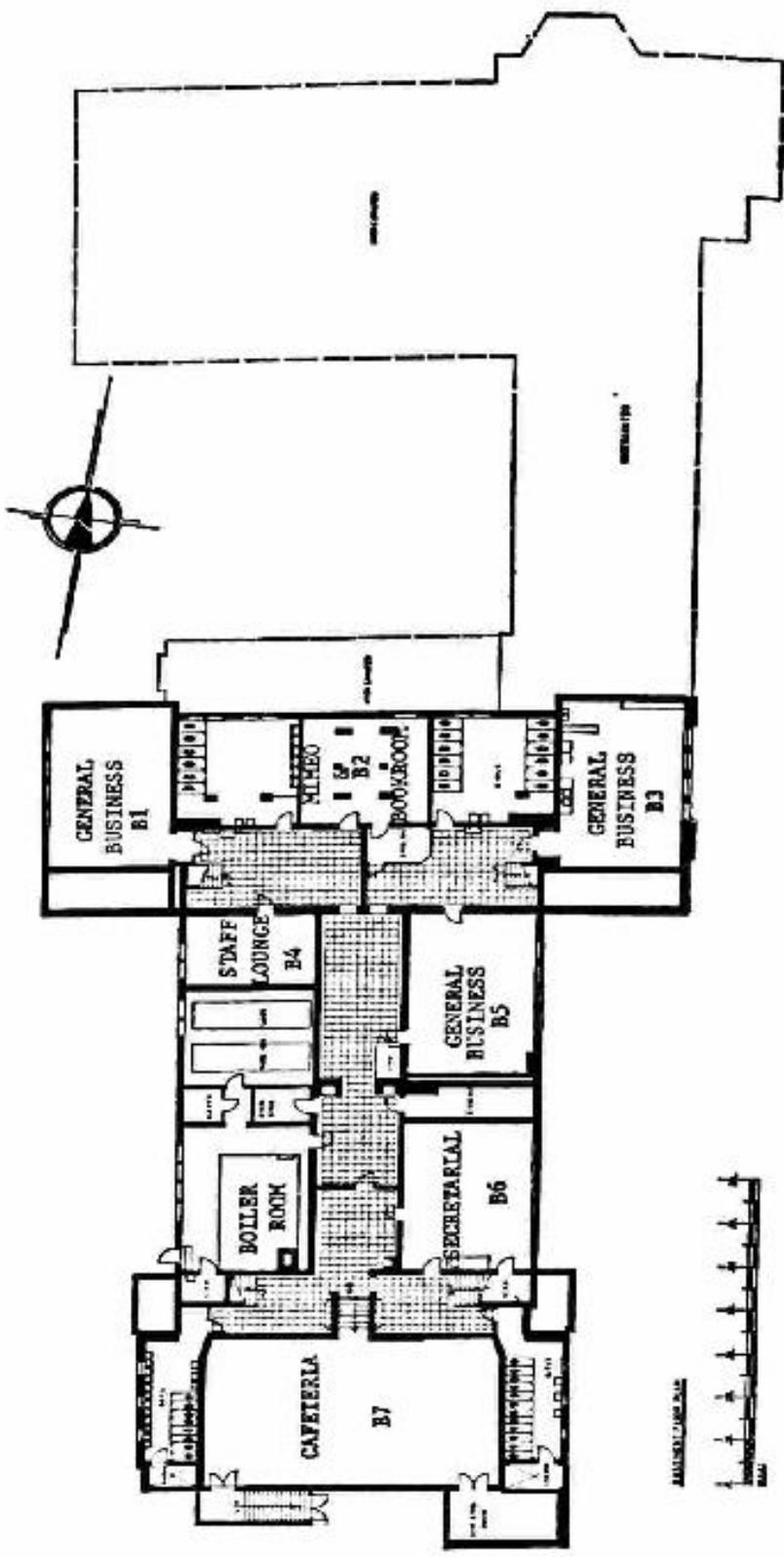
**(Humber, 1967, p.5)**



**Chapter 2 Appendix C**

**Humber College Basement Floor Plans at 3495 Lakeshore Blvd West**

**(Humber, 1967, p.3)**



## Chapter 2 References

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## Chapter 3

### The McMaster Project: Instant College Libraries

“Small wonder that many were dubious of McMaster's efforts. Somehow or other all the books were cleared by October and sent on their way, often with McMaster librarians driving the trucks on weekends to get them there on time; even children of librarians were pressed into service, hauling or packing like men.”

William Ready

McMaster University Librarian

(Ready, 1970, p.53)

## **Chapter 3**

### **W. Victor Whatton**

W. Victor Whatton was a Curriculum Supervisor for the Ontario Department of Education. He was responsible for setting up the new libraries in the college system. He was concerned due to the momentous size of the project. More than most administrators, he realized the time and effort involved in setting up a library because he was a librarian and an educational administrator (Knight, 1967, vol 1(1), p.10; Ready, 1970, p. 51).

### **Centennial Library Getting Started**

Whatton worked with the Centennial College President John Haar and the Centennial librarian Bernice Walker in the summer of 1966 to ensure that the library would be ready in time for Centennial's fall opening. Together they established a core collection of books to purchase and periodicals to subscribe to as well: "The Basic List for Books for College Libraries"

and “The Basic List of Periodicals.” These lists were shared with all college librarians. This list was never intended to be definitive (Knight, 1967, vol 1(1), p.10).

See – (Chapter 3 Appendix A Letter Dated October 18, 1966)

The librarians at the other colleges began asking the same questions. What books should we purchase? What periodicals should we subscribe to? What classification system do we use? How do we rush acquisitions, cataloguing and processing so that books are in the libraries by September 1967? Whatton met with all college librarians to discuss these issues (Knight, 1967, vol 1(1), p.10).

### **Seneca College and McMaster University Collaboration**

Alexis Jamieson was the newly hired Seneca College librarian. She had previously worked at McMaster as Chief of Public Service. She asked William Ready, the University Librarian at McMaster University, to help her set up her library. He agreed. She shared her story with Whatton, how McMaster had helped: “remove the stone that blocked the progress of that library” (Ready, 1970, pp. 50-51).

See - (Chapter 3 Appendix B Letter Dated March 30, 1967)

Whatton visited McMaster University and he persuaded McMaster to provide the same start-up service for all the colleges. The administration at McMaster was enthusiastic and supportive of the project. They agreed to provide space and staff to carry out the project. From the college administration, McMaster had the approval and support of Norman Sisco and Donald Craighead. Eventually, all of the college librarians used McMaster to set up their libraries. This was the birth of the McMaster Project (Knight, 1967, vol 1(1), p.11; Ready, 1970, p. 51).

See - (Chapter 3 Appendix C Letter Dated April 20, 1967)

See - (Chapter 3 Appendix D Letter Dated April 24, 1967)

### **The McMaster Project Begins**

#### **The People**

##### **William Bernard Ready**

Ready was a library scholar of international reputation. He was an honors graduate of the University of Wales and held a degree of Master of Arts from the University of Manitoba. He held the diploma-with-distinction in advanced library administration from Rutgers University and diplomas in archives, palaeography and education. He had been a librarian for more than

30 years in Great Britain, Italy, the United States and Canada. He served on the faculty of graduate schools of librarianship at the universities of California and Illinois, and was Assistant Director of Libraries at Stamford, University Librarian at Marquette (Michigan) and Sacred Heart University (Bridgeport, Connecticut). He had published in several articles in professional journals. In 1961 the American Library Association conferred upon him the Clarence Day Award as Librarian of the Year” (Knight, 1967, vol 1(1), p.5-6).

### **Ken Tompkins**

All the practical aspects of the McMaster Project were worked out by Ken Tompkins. He was a Systems Analyst at McMaster University. He had experience in work simplification, equipment analysis, data processing, information reporting and retrieval systems (Knight, 1967, vol 1(1), p.8).

### **Dorothy Davidson**

Dorothy Davidson was responsible for organizing the acquisitions, cataloguing and processing of the college books. She was a library assistant and Head of the Cataloguing Department at McMaster (Knight, 1967, vol 1(1), p.9).

### **The McMaster Process**

A payroll was set up so that McMaster staff could be compensated for this additional work. The McMaster team decided to use Library of Congress classification for the colleges (Ready, 1970, pp. 51-52).

### **Acquisitions**

Acquisitions were to be pre-processed wherever possible. McMaster began looking for pre-processed library material. They found American lists were extremely useful in the areas of Technology and Applied Arts. They sent reps to Bro-Dart at Williamsport, Pennsylvania and to Stacey's at Palo Alto, California to arrange for pre-processed books. They also set up with Programming Services Incorporated for computer control services (Ready, 1970, p. 52).

McMaster had to choose from non-processed material, almost entirely, in the Humanities and Social Sciences materials in order to get “non-American” content. Titles in these areas were purchased from the British booksellers: Hatfield in Hertfordshire, Bertram Rota and Savile Row (Ready, 1970, p. 51).

See - (Chapter 3 Appendix E Letter Dated May 8, 1967)

## **Selecting Books**

Ready selected all the books for Science and Technology, Behavioural Science and Humanities (Brazer, 1968, p.33). The dollar value of the collections for each college was to be divided as follows:

60 per cent for Science and Technology

15 per cent for Behavioural Science

25 per cent for Humanities

(Brazer, 1968, p.33)

## **College Book Budgets**

Colleges participated in 1 of 4 different financial levels:

\$20,000

\$40,000

\$60,000

\$80,000

(Brazer, 1968, p.33)

The colleges were free to choose their financial level. By the end of June, McMaster had received promises of \$802,000 from the individual colleges. The first shipment of books arrived at McMaster on July 5, 1967. (Brazer, 1968, p.33; Ready, 1970, pp.51-52)

## **Book Delivery to the Colleges**

How exactly did the college libraries across the province get their books? Here is an account by Ready regarding the delivery process:

“The new business manager of the university library received his introduction to the intricacies of university library administration by driving a truck to Barrie by way of Peterborough, Belleville, and Kingston, to deliver college books. There were times when he would disappear behind the wheel of a rented Tilden and not be seen for days. He learned more about the roads, the janitorial services, or lack of them, the timbre and temper of Canadian librarians during those few formative months, than anything that has happened to

him since. Normal transportation difficulties now seem like a joy ride, even flying the Russell Papers from London to Malton left him unfazed, since that drive to Timmins by way of Sarnia and Sudbury” (Ready, 1970, p. 53).

### **McMaster Project Complete**

By the end of October 1967, 74,000 books representing 6,400 titles had been cataloged and delivered to participating colleges (Ready, 1970, p. 52).

Whatton expresses his gratitude below. “Among the most gratifying aspects of the rise of Ontario’s Colleges of Applied Arts and Technology has been the deep concern of college administrators that the new colleges be library-centred, the characteristic that immediately locates them among institutions of higher learning. The McMaster Library Project, for which the colleges will long remain under obligation to Will Ready and his staff, demonstrates this concern. And by no means the smallest part of the obligation is due to the vision displayed throughout the operation: a beginning has been made; an exciting future is foreseen. I speak, of course of, of the proposed Library Centre, initially a cooperative processing venture, but a probable future source, because of recent retrieval techniques, of that “instant” information without access to which the colleges cannot excel. It would, I think, be short sighted to allow the vision to disperse; worse still, such unwisdom would negate the efforts of those who have given so generously of their time to create, for Ontario’s College of Applied Arts and Technology, a “first”; such ingratitude is not to be thought of” (Knight, 1967, vol 1(1), p.1).

Ready wrote: “With McMaster cleared of books and the project under way, Bibliocentre had to be set up outside of McMaster. Now it was on its own, the creature of the colleges” (Ready, 1970, p. 53).

**Chapter 3 Appendix A Letter Dated October 18, 1966**

Letter to College Presidents

From W. Victor Whatton

Regarding Centennial library start-up

(Knight, 1967, vol 1(1), p.12)

55 Eglinton Avenue East, Toronto 12, Ontario



ONTARIO DEPARTMENT OF EDUCATION

October 18, 1966

MEMORANDUM TO: Messrs. Rosser, De Marco, Minkler, Warrender,  
Curlook, Laurie, Franke, Jarvis, Byers,  
Hazelton, Koski, Walli, Jackson, Jorgenson,  
Rawson, Shoultz, Lawson, Ingles, Wragg,  
Lloyd.

FROM: W. Victor Whatton for Libraries, Colleges of  
Applied Arts and Technology.

---

For the past week or so, I have been working in close association with Centennial College, Scarborough, in the creation of an "instant library".

The Co-operative Book Centre, 66 Northline Road, Toronto 16, is receiving our orders almost daily; the Centre is ordering, processing and will be delivering the books to Centennial.

Dawson's Subscription Service, 6 Thorncliffe Park Drive, Toronto 17, is handling the periodical subscriptions.

The Co-operative Book Centre is forwarding to me a duplicate order slip for every book ordered for Centennial; I shall have these slips collated into a printed basic list for Colleges of Applied Arts and Technology. To the list will be added the subscription list of the periodicals. As soon as it can be prepared, this basic list will be forwarded to all concerned with libraries in the College System.

WVW/mp

cc: John L. Haar, President

**Chapter 3 Appendix B Letter Dated March 30, 1967**

To Mr Kenneth Knight – Seneca Chief Librarian

From William Ready, McMaster Librarian

Regarding Seneca library start-up

(Knight, 1967, vol 1(1), p.13-14)

MCMASTER UNIVERSITY  
HAMILTON, ONTARIO, CANADA

MILLS MEMORIAL LIBRARY

March 30, 1967.

Librarian,  
Seneca College,  
P. O. Box 40,  
Willowdale, Ontario.

Dear Mr. Knight:

I have been talking to Miss Jamieson regarding the possibility of helping you to get a library established in your new College by the opening of the academic year 1967-68. This was prompted by the nature of your dilemma and the affection we have here for Miss Jamieson whose resignation we regret but we rejoice that she is going to become a part of a new and exciting development in education in Ontario. We are willing to do all we can to help establish your Library by the fall of this year. Many of the books are available immediately; many others can be acquired and processed during the summer months, and I think that we would be able to see you open with an adequate selection of books and periodicals.

This, of course, is no commercial venture. We do not anticipate any costs to you save those that would normally accrue if you were part of a library processing centre, which should be in any plans for future college development in the province. I have seen these in operation in New York State and they are admirable, releasing the librarians of the participating institutions for creative library work on their own campuses, or central bibliography and cataloguing and order at a central location, an economical and sensible plan that we must adopt or be forced into inferior or more commercial and costly transactions. We would simply bill you for the processing costs, the same as they would cost us. I realize there are commercial firms who will bid for this contract, but whenever such a professional matter as a library collection is involved it is better done by the librarians. The extent of the costs would depend upon how much original cataloguing we would have to do, which at the moment seems little; almost all the titles you would need are already in the McMaster Library and we would simply photocopy our main entry and print catalogue cards from them. Many of the books are available at lower prices than published, through visiting the book markets and buying the books off the shelves before a library requests them by mail; that always increases the price, sometimes greatly (for instance, a book we requested by mail recently cost us \$15.00: I bought a similar copy from a bookstore for .98 cents. This is an exceptional difference in price but in line with general experience).

continued ...

We have a great list of bibliographies and acquisition materials too. However onerous this task it would be well worth it to begin an era in provincial library cooperation that would be worth all the trouble and the time involved.

I repeat, this service is offered in the spirit of cooperation and friendship, and our hope would be to serve as an example and experiment in this kind of service.

Sincerely,



William Ready,  
University Librarian,  
Professor of Bibliography.

.BR:vn

**Chapter 3 Appendix C Letter Dated April 20, 1967**

To William Ready, Chief Librarian, McMaster University

From F. W. Minkler, Chairman, Board of Governors, Seneca College

Regarding Seneca library start-up

(Knight, 1967, vol 1(1), p.15)

# SENECA COLLEGE OF APPLIED ARTS AND TECHNOLOGY

POST OFFICE BOX 40, WILLOWDALE, ONTARIO - TELEPHONE 223-9661

April 20, 1967.

Mr. Wm. B. Ready,  
Chief Librarian,  
McMaster University,  
HAMILTON, Ontario.

Dear Mr. Ready:

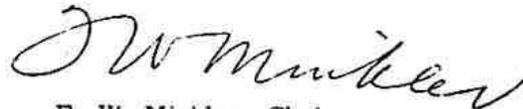
I have been authorized by the Board of Governors of Seneca College of Applied Arts and Technology to request you to order and catalogue books for our initial library, up to a value of \$100,000. Lists of titles will be provided for you by our Chief Librarian, Mr. Kenneth Knight.

You are to be commended for volunteering to undertake this work which will be of such great assistance to Seneca College. Indeed, it will make it possible for us to have a library, albeit small, with which to start our operation this September.

We are looking forward to our association with Miss Alexis Jamieson of your staff who will play a significant part in the development of our library facilities and with our Library Technician students.

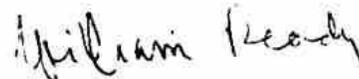
I would appreciate receiving confirmation of this agreement for our records.

Sincerely yours,



F. W. Minkler, Chairman,  
Board of Governors.

Thank you for this letter. I shall do what I can to make this a library project that will be a model for all to follow.



**Chapter 3 Appendix D Letter Dated April 24, 1967**

To K. A. (Ken) Tompkins, Assistant Librarian, McMaster University

From W. V. Whatton

Regarding the colleges who, to date, would be working with McMaster

(Knight, 1967, vol 1(1), p.16)

55 Eglinton Avenue East / Toronto 12, Ontario



ONTARIO DEPARTMENT OF EDUCATION

April 24, 1967.

Mr. K. A. Tompkins, Assistant Librarian,  
McMaster University Library,  
McMaster University,  
King Street, West,  
Hamilton, Ontario.

Dear Ken:

To confirm our conversation of April 24, 1967, the following colleges have agreed to proceed with McMaster's scheme for the cooperative stocking of college libraries as indicated:

Seneca College (direct letter to McMaster)	
Halton-Peel	No amount specified
Mohawk College (at the moment to the extent of Mr. Ready's British purchases)	No total specified
Confederation College	No amount specified
Northern College	Up to 2000 titles

Mr. W. Ready may proceed, therefore, in the five instances cited with his British purchasing of the first 1000 titles. Further details will be forwarded as soon as possible.

Yours sincerely,

A handwritten signature in cursive script, appearing to read 'W. V. Whatton'.

W. V. Whatton  
for Libraries

WWV/kh  
c.c. Mr. W. T. Newnham  
Mr. J. M. Porter  
Air Vice Marshall D. A. R. Bradshaw  
Mr. Jack Hazelton

**Chapter 3 Appendix E Letter Dated May 8, 1967**

To colleges

From William Ready, McMaster Librarian

Regarding book buying for the colleges and setting up funding

(Knight, 1967, vol 1(1), p.19-20)

McMASTER UNIVERSITY

19

HAMILTON, ONTARIO, CANADA

MILLS MEMORIAL LIBRARY

May 8, 1967.

I have just returned from a book buying trip to Europe and hasten to assure you that your commitment to the McMaster scheme for acquiring books cooperatively for the Colleges of Applied Arts and Technology is well under way. We have already been able to get assurances from booksellers regarding faster delivery of the selected books here for processing. (The office of the Agent-General of Ontario in London was most helpful as regards the acquisition of library material from England)

Booksellers are enthusiastic about this new approach. They believe that its success will herald a new development in college and university acquisition policy that will affect both great economy and much better and coordinated service. It will mean, moreover, that the colleges will enjoy a unique feature, that of a union catalogue of their entire resources that will be established on a computer basis and will develop in value and service with the growth over the years of a central processing system, wherever that may be.

The staff here at McMaster look forward to sharing with your librarians and other representatives in the good work of this project. As you may know, there is to be a meeting here regarding this on May 15 where we will be able to get together upon an acquisition list that while containing certain basic materials as tentatively outlined in the department list will allow each college to share in book acquisition so that the libraries will reflect the needs and the future of each individual institution.

Some proper concern is evident among the booksellers regarding the financing of this major project so that as soon as possible I would be very glad if you would make available the funds that you have allocated for this programme. The most sensible and business-like procedure I suggest would be to deposit this money in a Trust Fund with the National Trust Company in Hamilton over which I, together with Mr. D. O. Davis, Vice-President of Dominion Foundries and Steel Limited and a member of the Board of Regents of the Colleges, will have authority for withdrawal, and at the termination of the project

continued...

an audited financial statement will be sent to the participating colleges by an independent firm of auditors appointed by the National Trust Company, to be prepared and submitted at the end of this calendar year. We must be in a position to meet commitments from the booksellers by the end of this month. This termination date will allow us to meet those tardy bills and the library materials that may take longer to acquire than present promises of the booksellers indicate.

Sincerely,

(Signed) William Ready  
University Librarian,  
Professor of Bibliography.

WBR/vn

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Chapter 4

Bibliocentre

“Ontario’s libraries must move from the card catalogue to the computer age to pursue real independent study.”

Gordon Wright,

Bibliocentre’s first Director

(Keating, 1973, p.5)

## **Chapter 4**

### **Bibliocentre's Tumultuous Beginning**

Victor Whatton, the Curriculum Supervisor for the Ontario Department of Education who was responsible for setting up the new libraries in the college system, we meet him again. He writes in December 1967:

#### **“College Bibliocentre or no?”**

“Its fate continues to see-saw a bit erratically, sometimes up and sometimes down, depending on who is at the moment in the ascendant – its supporters like me, or its detractors. The important thing about its detractors, however, is that they should probably be called hesitators, rather than detractors, and I can't help wondering just how legitimate some of their hesitations are. As I read through the letters that I am receiving daily from our librarians out there, I perk up; I am encouraged into committing to some such statement as, if Bibliocentre policy is based on these principles, I see no reason why it shouldn't work. I suspect that beneath objections and delays there is some fear that centralization may mean some slight distortion of the image each college is attempting to create for itself; some slight threat to college

autonomy”(Knight, 1967, vol 1(2), p.66). From this, we get a sense of the uncertainty as to whether or not Bibliocentre would ever materialize.

See - (Chapter 4 Appendix A Letter Dated August 30, 1967)

### **Bibliocentre The Early Years**

In April 1968, the McMaster Project, finally, gave birth to the Biblocentre. It was located at 101 Gerrard Street East, Toronto, as a centre to purchase, catalogue, process and deliver books for the colleges. The president of Ryerson Polytechnical Institute, not a member of these new colleges, provided this space. Ryerson, however, would become a full service client of Bibliocentre in 1975. In 1969, Bibliocentre moved from Gerrard to Adelaide Street (Brazer, 1968, p. 48; Operational Review Steering Committee, 1993, p.4; Ready, 1970, p. 53; Wright, 1971, p. 157).

In the spring of 1969, the job for director of Bibliocentre was advertised (Ready, 1970, p. 53). Here is the posting:

“The College Bibliocentre for Colleges of Applied Arts and Technology Ontario requires a Director-Librarian”

“A graduate of an accredited library school with broad executive experience to direct the operations of this recently created central purchasing and processing agency and future retrieval centre for the college libraries. The successful applicant will work directly with college presidents and college librarians and in public relations generally. He must be aware of today’s trends in library information systems and be able to plan for the future expansion of this growing operation. A challenging and responsible position with corresponding salary to be negotiated. Please address replies to:”

W.T. Newnham, President

Seneca College of Applied Arts and Technology

43 Sheppard Avenue, East

Willowdale, Ontario

(n.a., 1969, p.38)

## **Gordon Wright, Director of Bibliocentre**

Gordon Wright was hired in 1969 as the first director (Wright, 1971, p. 157). In January 1971, Bibliocentre moved to its new location at 20 Railside Road, Don Mills. This new location offered 23,000 sq ft. (Wright, 1973, p.71) (Wright, 1971, p. 157).

Wright wrote that the new facility included:

lecture and seminar rooms for meetings and discussion groups

exhibition area to display materials

offices to accommodate a large staff - by 1971 there were 4 supervisors, 4 professional cataloguers and a support staff of 41. The administrative staff included:

Gordon Wright, Director

Norman MacLeod, Financial Administrator

June Munro, Book Acquisition Advisor

William Smuck, Audio-Visual Advisor

Jane Rungi, Chief Cataloguer

Sylvia Bennett, Assistant to the Director

Mary Jane Naismith, Executive-Secretary

(Wright, 1971, pp. 158-159)

## **Bibliocentre's Governance**

Initially, Bibliocentre was attached to Seneca College for purely administrative reasons and received an operating grant from the Applied Arts and Technology Branch of the Provincial Department of Education. In April 1975, Bibliocentre became an operation of Centennial College. "In 1975, after years of second-guessing by librarians, presidents, and civil servants and constant change by governance, physical location and accountability, Centennial College undertook the responsibility for the operation of the Bibliocentre in trust for the provincial government and the college system" (Carpenter, 1979, p.38; Operational Review Steering Committee, 1993, p.4; Wright, 1971, p.157).

Bibliocentre was governed by a Users Advisory Committee comprised of three college presidents, four directors of college libraries and four faculty members (Wright, 1973, p.69).

## **Bibliocentre's Mandate**

Bibliocentre's responsibilities were:

1. To cooperate with publishers and other distributors in the establishment of a selective dissemination service for academic staff through college resource center directors to assist them in the selection of books, audiovisual and other resource materials. Such a service will incorporate a continuing central exhibition of print and audiovisual resources.
2. To facilitate the coordination of activities associated with the production of audiovisual aids in the colleges, paying particular attention to the suitability of programs for exchange purposes and the cataloging and retrieval of such material.
3. To negotiate with appropriate organizations on any matter which may facilitate the satisfactory application of usage of media to the benefit of the colleges.
4. To act as the central acquisition unit for the majority of the book and non-book materials required by the college resource centers.
5. To act as the central processing and cataloging unit for all college resource book and non-book material.
6. To establish systems which will facilitate the more efficient use of knowledge acquired by the colleges, so that others can retrieve information they need for their studies and problem solving.
7. To establish in consultation with the colleges, central collections of more expensive material or material required for short periods of time which can be loaned as and when required.
8. To provide a professional center for the exchange of information and expertise in the development, administration and utilization of college resource centers.
9. To facilitate the use of any special reprographic or distribution facilities necessary for the center to the advantage of the colleges, with particular attention to microrecording.
10. To act in consultation with the appropriate staff at the Ministry of Colleges and Universities as a publisher/distributor of college-produced learning packages establishing copyright procedures wherever necessary.

(Wright, 1973, p.69)

It is important to note from Bibliocentre's inception, librarians at each college were, and still are, responsible for selecting books titles for their colleges (Brazer, 1968, p. 48).

### **Ontario Libraries' Network, or Cooperative Entanglement**

Gordon Wright presented a paper at the 1973 Clinic of Library Applications of Data Processing on April 29 to May 2, 1973 at the University of Illinois (Wright, 1973, p.68). His paper, "Ontario Libraries' Network, or Cooperative Entanglement", was published in the Proceedings of the 1973 Clinic on Library Applications of Data Processing: Networking and other forms of Cooperation. He opens:

"I was asked particularly to discuss techniques we are using to acquire the necessary input to the various systems. However, if I was asked to underline what I considered the major problems facing development of a central technical service unit, the technicalities of how to input would be the least concern. The major problems are those beyond the technological requirements – how to achieve a degree of coordination required and in particular how to overcome the financial hazards which face an organization" (Wright, 1973, p.68).

Here are some interesting points about early Bibliocentre drawn from his paper:

In the year 1972, the centre processed 160,133 items of which 57,305 were new titles added to the college holding file.

This year, 1973, the government operating grant was slashed from \$1,387,000 to \$900,000.

In order to obtain additional operating funds it has been necessary to charge \$1.00 for all items ordered through Bibliocentre and \$1.00 for all items catalogued and processed by the centre.

To assist in the indexing of government documents and to provide college resource centres users with access tools, Bibliocentre will coordinate their records for government publications with the database developed by the University of Guelph.

(Wright, 1973, pp.70-71)

Wright stated at this conference:

"At the time, while the major objective was the production of a multimedia catalog for the resources of the colleges, it was deemed necessary to give greater priority to the development of an effective acquisition and accounting system" (Wright, 1973, p.72).

This acquisition and accounting system Wright spoke of, was developed by Bibliocentre and described in two technical reports published by Bibliocentre:

“College Bibliocentre Acquisitions and Accounting System Description Manual”, College Bibliocentre, Don Mills, Ontario, 1970 (System Report Series 1)

“College Bibliocentre Acquisitions and Accounting System Operating Manual”, College Bibliocentre, Don Mills, Ontario, 1971 (System Report Series 2)

(Wright, 1971, p.158)

### **Early Systems Automation at Bibliocentre**

Bibliocentre had to automate to cope with the large number of items to be processed, 100,000 to 130,000 a year or 500 plus items a day (Carpenter, 1979, p.38).

Here is a timeline of early automation at Bibliocentre:

#### **1970 to 1971**

The first automated order and acquisition system had been installed. The manual order and acquisition function had been converted to a batch process computer system operating through a computer “time-share” purchased from an outside agency (Carpenter, 1979, p.38).

#### **1972 to 1973**

The ability to automate all aspects of the operation was established. Retrospective Bibliocentre data contained in the manual union catalogue was typed in MARC format located on LC-MARC tape or read through an optical scanning device. All of these records were mounted into the University of Toronto Library Automation System (UTLAS), an automated bibliographic service facility. Bibliocentre switched from any further dependence on the manual system, to a completely online environment offered by UTLAS (Carpenter, 1979, p.38).

#### **1975**

Bibliocentre and the National Library of Canada investigated the searching and cataloguing modules of DOBIS. DOBIS was an online cataloguing system and with a search function. In the future, LIBRIS would allow automation of circulation, order and acquisitions, periodicals and serials control, interlibrary loan in an online environment (Carpenter, 1979, p.38).

## **1978**

An IBM 148 2 megabyte computer was purchased and installed at Centennial College dedicated to running DOBIS in-house for the Bibliocentre operation (Carpenter, 1979, p.39).

DOBIS was purchased in 1978 by Bibliocentre (Operational Review Steering Committee, 1993, p.3).

## **1979**

DOBIS went live. The entire database of 400, 000 bibliographic records was mounted onto DOBIS in 48 hours (Carpenter, 1979, p.43).

Bibliocentre had another operation. It warehoused, distributed and printed Learning Packages on behalf of various levels of government or government sponsored agencies. These Learning Packages were structured study courses in job related areas, designed to be used both individually and in the classroom. Bibliocentre was able to enter the Learning Package in the DOBIS database (Carpenter, 1979, p.45).

Doreen Carpenter wrote in 1979: "In looking back over the history of the Bibliocentre to the present day, I realize the great strides that had taken place, from a small manual technical services project born hurriedly out of necessity, to a well planned highly sophisticated DOBIS facility employing 67 people, handling 100,000 plus items a year" (Carpenter, 1979, p.48).

## **Systems Automation at Bibliocentre**

Here is an overview of automation at Bibliocentre:

### **1993**

The Bibliocentre Operational Review voiced several concerns about DOBIS. Since DOBIS was purchased, many changes had occurred in the library automation field: IBM no longer supported the DOBIS platform, MARC has become the standard record format and local microcomputer systems could handle more records than ever imagined. Bibliocentre had options: maintain DOBIS, enhance DOBIS or investigate other systems (Operational Review Steering Committee, 1993, p.8).

### **1994**

Bibliocentre conducted a Systems Delivery Assessment. The overall purpose of the assessment was to assess feasible alternatives to Bibliocentres DOBIS system. The conclusion of the report was that it must be replaced (Merilees Associates Inc, 1994, p. 1).

### **1996**

Bibliocentre selected Sirsi's DRA to upgrade their automation services. It would incorporate DRA's Z39.50 client/server, DRA Find, DRA Web and DRA Net (Rogers, 1996, n.p.).

### **2003**

Bibliocentre purchased Sirsi's Unicorn Library Management System. The Unicorn system included WorkFlows, a staff interface that would support 260 simultaneous users. The system would run on Sun V880. Bibliocentre also purchased Sirsi's Hyperion Digital Media Archive to facilitate creation of digital library objects in a learning object repository and for metadata (Sirsi Corporation, 2003, n.p.).

## **Bibliocentre Vision**

In June 1997, Centennial College conducted a Bibliocentre visioning event. The outcomes of this event were published in, "Bibliocentre: A New Model for the Future",

authored by Bibliocentre and the Committee on Learning Resources (CLR) which is now called Heads of Libraries and Learning Resources (HLLR). This document identified future directions for the college libraries and how the Bibliocentre could best support them. This document gave rise to a number of new products and services we see below (Centennial College, 1997).

### **What did Bibliocentre look like by 2004?**

Here is an overview:

managed 821,802 titles and 1,536,060 items

had more than 200,000 users

provided more than 29,000 full-text electronic journals.

provided core services including: acquisitions, cataloguing, physical processing and delivery of paper resources

was the consortial negotiator for electronic resources and the representative for the Ontario colleges

provided a province-wide virtual reference collaboration

metadata production and consultation in partnership with the Faculty of Information Studies, University of Toronto

provided video on-demand

provided technical support to the colleges who consortially purchased products such as remote access service and the local hosting and administration of databases such as the ERL server and the Sirsi union catalogue

provided a call centre to streamline technical and bibliographic help desk functions that resulted in a single point of contact for all problems and enquiries

provided training on consortial projects for college library staff

(McDonald, 2004, p. 22; Rogers, 2003, n.p)

## **The Stricker Report**

Ulla de Stricker and Associates, a Toronto based knowledge management consulting practice, was awarded the contract to review Bibliocentre in December of 2006. The findings of this review, the Stricker Report, were presented in June 2007 to the stakeholders.

There were three main issues of concern documented by Bibliocentre users in this report:

### **1. Financial Situation**

The Ministry's "off the top" funding has remained unchanged since 1996 at \$2,675,038 per year. Given inflation, that financial footing as in effect declined in the last decade. Special levies of \$250,000 were granted in 2003, 2004, 2005 and 2006. In 2006 and additional one-time levy of \$160,000 was approved by the Committee of Presidents (deStricker - findings, 2007, p.6).

As of 2007, Bibliocentres costs are exceeding its resources. Significant deficits were anticipated for the next five years. The total investment colleges must make over that period in order to keep Bibliocentre operating lies in the \$20 million range (deStricker - findings, 2007, p.3).

### **2. Governance and Funding**

Eva McDonald explains how issues of governance and funding contributed to Bibliocentre's financial situation:

"The impediment to getting more money was the governance of the organization. The grant flows through Centennial College to the Bibliocentre, but the Bibliocentre is administered by Centennial College. This creates a situation where the funding does not come from Centennial, yet the Bibliocentre's executive director reports to Centennial's senior executive. For the Ministry grant to increase, the proposal would need the buy-in from all of all colleges, but from their standpoint, they were being asked to approve money over which they had no jurisdiction—a hard sell in the best of times, and an impossible one in the worst of times. It was inevitable that the governance of the Bibliocentre had to change" (McDonald, 2009, p. 22).

### **3. Rising cost of services**

Library systems and resources had become very sophisticated and consequently very expensive. Bibliocentre would have to increase the costs for products like videostreaming (McDonald, 2009, p. 22).

## **The Stricker Report Recommendation**

The Stricker Report recommended creating a new entity to replace Bibliocentre (deStricker – recommendations, 2007, p. 8).

This is their recommendation:

The key departure from the past is a severance from grant money. The proposed Ontario Colleges Library Service (OCLS) is conceived as a non-profit opt-in business entity, returning any surplus not kept for the development to the member college libraries.

Four key principles are the foundation for the strategic recommendation:

1. No college library will lose any current benefit. OCLS links libraries with the best offerings in the marketplace. OCLS focuses on negotiations with vendors and does not engage in activities vendors are already performing with great efficiency.
2. There is a seamless transition for the colleges to the new model. A bridge period (through March 2008) will ensure that Bibliocentre serves its library clients while OCLS is being set up, and that a transition team will help each library to determine its own best forward path, with plenty of time.
3. Freedom of choice for the college libraries. OCLS will offer a range of consulting services from which colleges may select. In addition, OCLS will (1) discuss with each college to determine whether opting in makes sense for the college and (2) if so, arrive as a customized solution that best matched the specific needs, in collaborations with vendors.
4. OCLS is an advisor, facilitator, consultant, and overall strategic guidance support for the libraries, offering expertise and experience as needed. In addition, OCLS has an educational role, for example, commissioning and arranging seminars and training requested by librarians. In effect, OCLS is a focal point for sharing knowledge among library staff.

(deStricker - recommendations, 2007 p.10)

## **Bibliocentre Closes**

After much consideration, the presidents of the 24 colleges announced on January 27, 2009 that Bibliocentre, at 31 Scarsdale Road, North York, would be closing its doors. In her article entitled Farewell, Bibliocentre, Eva McDonald wrote:

“The news sent shock waves through our facility at Leslie and York Mills, which employs 30-plus people, and throughout the Ontario college system. The impact on Bibliocentre employees is devastating, and the effect on library services in the Ontario colleges is yet to be felt. However, as we step into our unknown future, I hope you join me in wishing a fond farewell to the Bibliocentre, and an optimistic welcome to the OCLS” (McDonald, 2009, p. 22).

Some of the Bibliocentre staff were hired to work at OCLS. Some Bibliocentre staff moved to Centennial College. The majority of Bibliocentre staff were and remained part of the Centennial library faculty and library staff unions (McDonald, 2017, p.1.).

## **OCLS Begins**

OCLS was established in 2009 as a non-profit corporation to provide support to Ontario’s 24 college libraries. OCLS is still partly funded by the Government of Ontario, according to it’s website. It is located at 74 Gervais Drive, Toronto, Ontario (OCLS, 2017, n.p.).

## **Services**

OCLS provides its users with cores services. Libraries may choose from a suite of opt-in services. Centralized acquisitions and the processing of paper materials is not a service provided by OCLS (McDonald, 2009, p.22) ; (OCLS, 2017, n.p.).

## **Governance**

OCLS reports to the Board of Directors elected by the Committee of Presidents of the member colleges. The HLLR of the 24 colleges serves as an advisory group to OCLS (OCLS, 2017, n.p.).

**Chapter 4 Appendix A Letter Dated August 30, 1967**

To College Presidents, Principals and c/c College Librarians

From W. Victor Whatton

Regarding library centre start up

(Knight, 1967, vol 1(1), p.21)

*Applied Arts and Technology Branch*

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*55 Eglinton Avenue East / Toronto 12, Ontario*

ONTARIO DEPARTMENT OF EDUCATION

MEMORANDUM TO: College Presidents, Principals  
FROM: Applied Arts and Technology Branch  
DATE: August 30, 1967  
SUBJECT: LIBRARY CENTRE

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From the various reports, memoranda etc. that have been forwarded from this Branch you will be cognizant of the fundamentals of a proposed LIBRARY CENTRE (future retrieval centre) for Colleges of Applied Arts and Technology. You will also be aware of the offer of the Ryerson Polytechnical Institute to house such a centre, itself an autonomous operation under the control of the colleges, including Ryerson, through an advisory committee of college presidents.

Mr. F. C. Jorgenson, President of Ryerson, will be presenting, within the next few days, the proposal in detail. The Branch has also asked Mr. K. Tompkins, technical services' expert, under whom the details of the initial McMaster project are nearing completion, to visit you. He has agreed to do so, in order that you may be satisfied of the value of the proposed centre, not only as an economical purchasing and processing agency, but also as a future source of that "instant" material, without access to which the colleges cannot operate as effectively as they might.

Within the week you will also be receiving a progress report on the McMaster operation.



W. Victor Whatton,  
for Applied Arts and Technology  
Branch

c.c. College Librarians

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Chapter 5

College Librarians: the Long Road to Equality

“Right from the beginning librarians were considered full members of the academic bargaining unit but were denied the salary and working benefits of their colleagues – teachers and counsellors.”

David Jones,

Humber Librarian

(Jones, 1973, p. 1)

## **Chapter 5**

The road to equality for librarians in the newly established colleges was long road indeed. They were part of the faculty bargaining unit right from the beginning, but they would not be awarded the same pay and vacation as faculty and counselors until January 13, 1989 (Dekker, 2013, p.118). This is their story.

### **Developing the Labour Arena**

There were two competing bodies who would attempt to represent college administration in labour negotiations:

Council of Regents

Board of Governors

There were two unions who would attempt to represent academic employees:

Ontario Federation of Community College Faculty Association (OFCCFA)

Civil Services Association of Ontario (CSAO) now the Ontario Public Servants Union (OPSU)

(Dekker, 2013, p.109)

### **Who was the employer?**

The Board of Governors at some colleges wanted to do their own bargaining. They passed a resolution in December 1968 telling the Council of Regents to stop bargaining on behalf of the Boards. The Ministry decided, however, not to award this responsibility to the Boards (Skolnik, 1988, p. 92).

Ultimately, this is what the roles of management looked like:

The Board of Governors was the employer

The Council of Regents was the bargaining agent and signed the collective agreement on behalf of management

College administration administered the collective agreement and handled grievances

The Government, through the Ministry of Colleges and Universities, provided staff for negotiations

(Skolnik, 1988, p. 94)

### **Choosing a Bargaining Unit for College Faculty**

Many of the teachers who worked at the Trades and Technology Institutes were hired to work at the new colleges. They had been members of the CSAO. A number of new faculty hired came from industry (Skolnik, 1988, pp. 91-93).

Below is an outline of events that lead to choosing a bargaining unit.

#### **September 1968**

CSAO claimed the bargaining rights under The Public Service Act and began negotiations with the Staff Relations Committee of the Council of Regents (Skolnik, 1988, p. 92).

#### **January 1969**

The OFCCFA obtained a court injunction stopping CSAO from bargaining on behalf of the faculty (Skolnik, 1988, p. 92).

#### **1970**

Judge Walter Little was appointed Special Adviser to the Ontario Government concerning collective bargaining in the Public Service and Crown Agencies and Commissions (Skolnik, 1988, p. 92).

A temporary impasse resulted because there was no legislation under which he could make a decision (Jones, 1975, appendix N, p.5).

Consequently, Judge Little declined to make any recommendation as to what union should represent the academic staff (Skolnik, 1988, p. 92).

### **March 1971**

This Government intervened and passed legislation so that academic employees could vote to select their bargaining agent.

The voting took place in March 1971. The vote mandated the CSAO to represent these employees. This lifted the injunction (Skolnik, 1988, p. 92).

### **First Negotiations Begin**

Now that CSAO was the official agent for the faculty, negotiations could begin. Failed negotiations resulted in an arbitration award in April 1972 ( Dekker, 2013, p. 109 ).

The first contract was unfavorable for the 38 college librarians (Equality Campaign, 1975, p. 5). The salary and classification ranges looked like this:

Librarian I	\$7,700 to \$10,000
Librarian II	\$9,500 to \$12,200 (a supervisory requirement)

(Dekker, 2013, p. 109)

The first contract, however, provided teachers and counselors with 5 classifications and a wide salary ranges from \$6,200 to \$16,000. No supervisory requirement was required (Dekker, 2013, p. 109).

See (Chapter 5 Appendix D History of College Faculty Collective Bargaining) for a history of college faculty bargaining.

## **Librarians' Respond to First Negotiation**

### **CLAC (CAAT Librarian Action Committee) Begins**

CLAC was a network created by Ontario college librarians in the early 1970s to respond to this first unfavorable negotiation and classification (Dekker, 2013, p. 111).

Two librarians in the early 1970s, Robin Inskip from Seneca College and David Jones from Humber College, began to organize a campaign. They conducted surveys, found articles and wrote documents to illustrate that librarians were not, and should be, on par with their colleagues. This collection of material is called the Ontario Community Librarians' Equality Campaign - 1973 to 1975. They delivered this package to the union and management. Inskip and Jones left their colleges in 1979 and 1980 (Dekker, 2013, pp. 107 & 117).

CLAC would argue that the classification for librarians needed to be change. Below you will see the issues surrounding classification in the correspondence below.

### **Classification**

Norman Sisco, Chairman, Ontario Council of Regents wrote to Mrs. M. Trott and CLAC stating that classification is not negotiated. He states: "You are correct in stating that the responsibility for establishing classification for CAAT personnel is outside the scope of negotiations" (Sisco, 1974, p.1.).

See - (Chapter 5 Appendix A - Letter Dated April 11, 1974)

### **Classification and the Council of Regents**

James Auld, Minister, Ministry of Colleges and Universities wrote to Robin Inskip and CLAC stating that: "The classification plan for all employees in the Colleges of Applied Arts and Technology is established by the Council of Regents (Auld, 1974, p.1).

See – (Chapter 5 Appendix C - Letter Dated July 5, 1974)

With this clarification on the issue surrounding classification, college librarians found themselves in a very difficult situation. The classification established by the Council of Regents would be the major road block for librarians. The Council of Regents: "continued to see librarians as a separate profession with market equivalents outside the colleges, which resulted in no major progress for librarians" (Dekker, 2013, p.118).

## **Feminist Campaigns**

There were a number of feminist campaigns in the 1970s that challenged women's traditional roles at home and at work. The government did respond (Dekker, 2013, p. 109).

### **Federal Royal Commission on the Status of Women 1970**

The Federal Royal Commission on the Status of Women was a ground breaking report that encouraged pay equity for women. This was a federal commission, however, and it could only make recommendations because the provinces were responsible for labour law. It would be up to each province to ensure that equal pay for women was addressed (Dekker, 2013, pp. 110-111).

### **Green Paper on the Status of Women 1973**

The Green Paper on the Status of Women was the first official provincial look at the major problem of pay equity for women. It stated that the Ontario government needed to change sections of the Employment Standards Act in order to address the issue of equal pay between men and women (Dekker, 2013, p. 111).

### **The Ontario Status of Women Council**

The Ontario Status of Women Council was established by the Ontario government to find ways to improve women's working conditions. This council conducted research, held meetings and made recommendations (Dekker, 2013, p. 111).

### **CLAC and Role Versus Image**

CLAC created a document called: Role Versus Image. This document was submitted to the Ontario Status of Women Council. They also did a formal presentation to the Council on May 6, 1974 as well. The Ontario Status of Women Council's accepted the arguments and their recommendations. It was then forwarded to Mr. Auld, Minister of Colleges and Universities and the Council. These issues were even raised in the Ontario Legislature by Margaret Campbell, MPP on May 30, 1974 and June, 19, 1974 (Dekker, 2013, pp. 114-115).

See - (Chapter 5 Appendix B - Letter Dated June 26, 1974)

### **CLAC in the 1980s**

CLAC and the college bargaining team continued to push the demands of college librarians into the 1980s. Lynne Bentley and Cheryl Salkey of Humber College were active members CLAC. Bentley's presented a history of their campaign from 1980-1989 to the Community and Technical Colleges Libraries (CTCL), part of the Canadian Association of College and University

Libraries (CACUL) at the June 1989 Canadian Library Association (CLA) Conference (Dekker, 2013, p. 117).

### **Equity at Last**

On January 13, 1989, librarians were finally awarded the same pay and vacation that had been awarded to faculty and counselors. These are the details of that award:

1. Equal pay between librarians, teachers and counselors. The separate salary grid for librarians was abandoned.
2. A single "librarian" classification was created.
3. Librarians were awarded 42 vacation days a year to make their vacation allocation equal to teachers and counselors. Prior to this award, librarians' vacation days were capped at 32 days after 10 years of service.

(Dekker, 2013, p. 118-119)

**Chapter 5 Appendix A - Letter Dated April 11, 1974**

Letter to Mrs. M. Trott and the C.A.A.T. Librarian Action Committee

From Norman A. Sisco, Chairman, Ontario Council of Regents

Regarding the classification for college personnel

(Sisco, 1974, p.1-2)



ONTARIO

THE ONTARIO COUNCIL OF REGENTS  
FOR COLLEGES OF APPLIED ARTS AND TECHNOLOGY

CHAIRMAN - NORMAN A. SISCO

9TH FLOOR, MOWAT BLOCK, 900 BAY STREET  
TORONTO 182, ONTARIO 365-4234

April 11, 1974

Dear Ms. Trott:

I have been aware of the issues contained in your letter of March 22, 1974 for some time, and made a point of reviewing the current situation.

You are correct in stating that the responsibility for establishing classifications for CAAT personnel is outside the scope of negotiations. However, once such classifications have been established, the salary rates are negotiable.

The Classification Sub-Committee of the CAAT Academic Negotiating Committee, which is responsible for making recommendations in this area, has been involved in ongoing research into the classification of Librarians in other jurisdictions and into the market value of positions related to our Librarian classifications.

The Sub-Committee members believe, as stated in the arbitration brief, that there is a definite and significant differentiation of roles between Librarians, and Teachers and Counsellors. However, the current role of CAAT Librarians is presently under examination.

I can assure you that the Council of Regents is concerned that CAAT Librarians receive fair and equitable treatment as defined by the role they fulfill in the colleges. The recommendations of the Classification Sub-Committee and their rationale will be carefully scrutinized from that point of view.

I would like to point out, however, that Librarians are the employees of their respective colleges and not the Council of Regents, or the Ministry of Colleges and Universities as you stated in your letter.

- 2 -

I hope that the knowledge that the situation is actively under study will be of some satisfaction to you.

Yours sincerely,

*Norman A. Sisco*  
Norman A. Sisco,  
Chairman.

Ms. M. Trott,  
C.A.A.T. Librarian Action Committee,  
25 Petman Avenue,  
Toronto, Ontario.

M4S 2S9

**Chapter 5 Appendix B - Letter Dated June 26, 1974**

Letter to Mrs. Laura Sabia, Chairman, Ontario Status of Women Council, Secretariat for Social Development

From James A. C. Auld, Minister, Ministry of Colleges and Universities

Regarding the resolution passed by the Ontario Status of Women Council regarding to support re-classification of college staff

(Auld, 1974, p.1)



Office of the  
Minister

Ministry of  
Colleges and  
Universities

416/965-7625

Mowat Block  
Queen's Park  
Toronto Ontario

June 26, 1974.

Dear Mrs. Sabia:

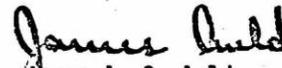
Thank you for your letter of June 17, 1974, in which you advised me of the resolution passed by the Ontario Status of Women Council regarding classification of staff in the Colleges of Applied Arts and Technology.

I am sure that you and the members of the Council appreciate the fact that the colleges, like any other employer, must classify positions according to the nature of the work performed and in relation to other positions within the college. Once the classifications have been established on that basis, the salaries must reflect the market value offered for closely related positions outside the C.A.A.T. system.

In July, 1970, the librarians happened to be placed in a bargaining unit, together with teachers and counsellors, in order to establish the unit composition for the representative vote. Teachers and counsellors are classified, not only by the nature of the work performed, but also on the basis of formal classifications and experience, according to the traditional model. Librarians are classified by position.

The Ontario Council of Regents believes that, while librarians perform an essential educational service, it is specifically different from those performed by teachers and counsellors. This concept is not unique to the C.A.A.T. system, but is found in other post-secondary educational systems, not only in Ontario, but across Canada as well. It should be noted that in those colleges which offer the Library Technician program, librarians teaching in the program are classified as teachers. Librarians who have an overall supervisory responsibility are classified as administrative staff.

Yours sincerely,

  
James A. C. Auld,  
Minister.

Mrs. Laura Sabia,  
Chairman, Ontario Status of Women Council,  
Secretariat for Social Development,  
Queen's Park,  
Toronto, Ontario.

**Chapter 5 Appendix C - Letter Dated July 5, 1974**

Letter to Ms. R. Inskip, Vice-Chairperson, CAAT Librarian Action Committee

From James A. C. Auld, Minister, Ministry of Colleges and Universities

Regarding the classification of employees in the colleges by the Council of Regents

(Auld, July 5, 1974, pp.1-2)



Office of the  
Minister

Ministry of  
Colleges and  
Universities

416/965-7625

Sixth Floor  
Mowat Block  
Queen's Park  
Toronto Ontario  
M7A 1B8

July 5, 1974

Dear Ms. Inskip:

In response to your letter of June 20th, it is necessary to clarify that the classification plan for all employees in the colleges of applied arts and technology is established by the Council of Regents.

The maintenance of the plan operates in the following manner. The Council appoints administrative officers of the colleges to the Negotiating Committees for the employees in the academic unit and in the support-staff unit. A Classification Subcommittee is organized by each of the Negotiating Committees to review and update the classification specifications and the plan. These subcommittees will meet with the C.S.A.O. Negotiating Committee or a subcommittee designated by the C.S.A.O., and discuss any proposed changes to the classification plan. Changes to the classification plan are then recommended to the Council of Regents.

The C.S.A.O., the certified bargaining agent for your unit, has the opportunity to make input, on behalf of their members, throughout this process. The work of the classification subcommittee in developing a new improved scheme for teachers, was a result of the concerns expressed by the C.S.A.O.

The proposed CAAT Academic Classification Plan for Teaching Masters, Instructors and Counsellors, was deferred in the latest developments in the academic negotiations and the salary offer was made on the existing classification system.

We note Mr. David L. Jones, the co-signer of your June 20th letter, was present at the June 18th negotiation session as a resource person to the C.S.A.O.

In 1970, when the bargaining unit was determined for the purpose of the representative vote, the librarians were included with the teachers and counsellors. The librarian's classification specification in the CAAT system has been a job-based specification, whereas the teacher's and counsellor's traditional classification has been experience and qualification based.

Several colleges operate a Library Technician post-secondary program and the librarians who teach in this program are classified as teaching masters. This staffing policy dispels any claim of discrimination. The colleges also employ librarians in supervisory positions, excluded from the bargaining unit, and compensated by the administrative salary system.

The Classification Subcommittee has considered your many briefs brought to their attention by you and your contacts, but find no justification to change the basic classification specification at this time. The librarians in the colleges are classified in a similar manner to the librarians in the universities in Ontario. The compensation for librarians is competitive with the salaries and benefits offered librarians in the universities, the public service and the Ontario public library system.

The Subcommittee has also reviewed the staffing policy and the role of the college libraries and they are satisfied with the present policy and practice. You are aware that several colleges have no librarians in the bargaining unit for academic employees, and staff their resource centres with library technicians who are members of the support-staff unit.

Mr. Sisco's letter of April 11th attempted to clarify the point that the librarians were not employees of this Ministry, as stated in your letter of March 22nd. However, Mr. Sisco did not infer that the Council was not responsible for the classification plan.

In conclusion, I suggest you focus your efforts on having the classification specification issue supported by the certified bargaining agent, the C.S.A.O., who are in the position of influencing a review of the classification in the normal process of collective bargaining.

Yours sincerely,

James A. C. Auld,  
Minister.

Ms. R. Inskip, Vice-Chairperson,  
CAAT Librarian Action Committee,  
25 Petman Avenue,  
Toronto, Ontario.  
M4S 2S9

*Harry Paul M.*  
*Parliamentary Assistant*  
*to the Minister.*

## Chapter 5 Appendix D History of College Faculty Collective Bargaining

College faculty have engaged in 19 rounds of collective bargaining with their employer - first, the Council of Regents, then the College Employer Council. In 19 rounds there have been 13 strike votes, but only three work stoppages. A summary of bargaining follows:

### Bargaining Rounds and Outcomes

NEGOTIATIONS CONCLUDED	CONTRACT START DATE	CONTRACT END DATE	STRIKE VOTE	STRIKE
Sept. 6, 72 <sup>1</sup>	Sept. 6, 72	Aug. 31, 73	No	No
Sept. 11, 75	Sept. 1, 73	Aug 31, 75	-	-
Sept. 11, 75 <sup>2</sup>	Sept. 1, 75	Aug. 31, 76	Yes	No
Feb. 15, 77	Sept. 1, 76	Aug. 31, 77	Yes	No
Oct. 13, 78	Sept. 1, 77	Aug. 31, 79	Yes	No
May 1, 80	Sept. 1, 79	Aug. 31, 81	Yes	No
Oct. 8, 81 <sup>3</sup>	Sept. 1, 81	Aug. 31, 82	No	No
Feb. 25, 83	Sept. 1, 82	Aug. 31, 84	Yes	No
Arbitration Award <sup>4</sup>	Sept. 1, 84	Aug. 31, 85	Yes	Yes
May 22, 86	Sept. 1, 85	Aug. 31, 87	Yes	No
May 30, 88	Sept. 1, 87	Aug. 31, 89	Yes	No
Feb 27, 90	Sept. 1, 89	Aug. 31, 91	Yes	Yes
Nov. 9, 92	Sept. 1, 91	Aug. 31, 94 <sup>5</sup>	No	No
Nov. 12, 98	Sept. 1, 96	Aug. 31, 01	Yes	No
Oct. 24, 01	Sept. 1, 01	Aug. 31, 03	No	No
April 21, 04	Sept. 1, 03	Aug. 31, 05	Yes	No
July 7, 06	Sept. 1, 05	Aug. 31, 09	Yes	Yes
Feb 24, 10 <sup>6</sup>	Sept. 1, 09	Aug. 31, 2012	Yes	No
Sept. 7, 12	Sept. 12, 12	Aug 31, 2014	No	No

1 – First Collective Agreement

2- Settlement was for 73-75 contract as well as 75-76

3 – One-time settlements

4 – Arbitrator Paul Weiler awarded a contract on June 10, 1985 for the 84-85 period following the October 17th strike and back-to-work legislation

5 – The Social Contract Act extended the contract from August 31, 1994 to August 31, 1996

6 – On November 18, 2009, the employer imposed terms and conditions of employment on faculty. On February 10th, faculty voted to accept the terms and conditions as management's final offer.

(MacKay, 2014, p.24)

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Chapter 6

The Colleges: All Grown Up

# “Looking Ahead to 2015 and Turning 50 – Where do you want to be in 10 years?”

Speech from the Throne,

37<sup>th</sup> Parliament of Canada, February 2004

(Laden, 2005 p. 2)

## Chapter 6

In the Throne Speech discussed in Chapter 1, Davis said that the legislation could change if necessary. He said: "There is no need for such courses in Ontario at the present time ... if circumstances so require, we will naturally change or make adaptations to our present plans" (Davis, 1967, p.14). A Throne Speech delivered almost 50 years later, the colleges look very different. What were some of the issues discussed impacting colleges?

Transfer

Degrees

University / College Partnerships

E-learning

(Laden, 2005, pp. 1-21)

The colleges were indeed all grown up.

## **Transfer & Collaborative Degrees**

The Ontario Ministry of Training, Colleges and Universities created the College-University Consortium Council (CUCC) in 1996. The CUCC was made up of three university representatives, three college representatives and the Assistant Deputy Minister of Education and Training for the Postsecondary Division. The mandate was to promote and coordinate college and university partnerships that:

aid the transfer of students from sector to sector (college to university)

facilitate the creation of joint programs between colleges and universities

further the development of a more seamless continuum of post-secondary education in Ontario

(Kirby, 2007, p. 31)

## **Port Hope Accord**

In 1996, the CUCC drafted the "Ontario College University Degree Accord", also known as the Port Hope Accord (Kirby, 2007, p. 31). This document was officially signed in May of 1999. It was significant because it allowed students to transfer for the first time between college and university. The Port Hope Accord would also lead to collaborative degrees between colleges and universities.

## **Collaborative Nursing Degrees**

The College of Nurses of Ontario (CNO) was responsible for regulating the nursing profession. In December 1998, they decided that all new Nursing students would be required to have a degree by January 1, 2005 (Kirby, 2007, p. 33).

In April 1999, The Minister of Health and the Minister of Education and Training established an advisory committee made of college and university presidents and deans and directors of nursing. The mandate of this Nursing Education Implementation Committee (NEIC) was to: "advise stakeholders (government, colleges, universities and the nursing profession) on strategies for utilizing resources in existing college-based 3-year nursing diploma programs in the creation of 4-year college-university collaborative degree programs" (Kirby, 2007, p. 34).

This urgency would be the opportune time to develop college and university collaborations. Initially, there were 14 collaborative nursing programs involving 20 colleges and

12 universities. Collaborative Nursing Degree Partnerships Operating in Ontario by September 2002 looked like this:

University	College
Brock	Loyalist
Lakehead	Confederation
Laurentian	Cambrain, Northern, Sault, College Boreal
McMaster	Conestoga, Mohawk
Nipissing	Canadore
Queen's	St. Lawrence
Ryerson	Centennial, George Brown
Trent	Sir Sanford Fleming
University of New Brunswick	Humber
University of Ottawa	Algonquin, La Cite
University of Western Ontario	Fanshawe
University of Windsor	Lambton, St. Claire
York University	Durham, Georgian, Seneca

(Kirby, 2007, p. 35)

### **Library Resources for Collaborative Nursing Degrees**

Margaret Allen was hired as a consultant to assess and recommend what electronic nursing resources were available for both colleges and universities to use. She created a bibliography of electronic indexes, databases, full-text journals and textbooks that would support the new Nursing Degree. In her report, "The Ontario Learning Resources for Nursing: Electronic Nursing Resources to Support the Ontario Baccalaureate Program" for the Ontario Learning Resources Nursing Project (OLRN) June 2001, she concluded that a: "virtual Nursing library is a reasonable goal. Almost all of the high-quality nursing journals are available electronically from one or more journal aggregators" (Allen, 2001, p.2).

## Degree History

Douglas Wright, the Chair of the Committee on University Affairs was asked in 1972 to lead a commission into the postsecondary education system in Ontario. Wright recommended that colleges should start granting degrees. His recommendation was deemed “too radical” at the time (Hurlihey, 2012, p. 4).

## Degrees for colleges

In 2000, a significant development was made when the Ministry of Training, Colleges and Universities (MTCU) authorized Ontario’s colleges to offer applied degrees.

1. **The Post-secondary Education Choice and Excellence Act 2000** made it possible to establish private universities and permitted Ontario colleges to offer degrees in applied areas of study.
2. **The Ontario Colleges of Applied Arts and Technology Act 2002** stipulated that college degrees must be approved by the MTCU.

(Panacci, 2014 p. 2)

Here are the parameters surrounding degree granting:

The degree must be in an applied area of study.

Initially colleges were required to include the word “applied” in the name of their degree but this was changed in 2009.

Curriculum for degrees must be theoretical and analytical.

A degree cannot interfere with the college mandate of providing diplomas or certificates.

A degree cannot duplicate a degree existing at a university.

Colleges designated as “Institutes of Technology and Advanced Learning” (ITAL) by the Ministry of Training, Colleges and Universities in 2003, are allowed to offer 15% of their programming at a degree level:

Humber, Sheridan, Conestoga, Seneca and George Brown

(Seneca and George Brown are ITAL's but chose not to include ITAL in their name.)

Colleges that do not have ITAL status are authorized to offer 5% of their programming as degrees.

Degrees must meet degree level standards – not only curriculum but staff, facilities and library collections.

(Panacci, 2014 p. 4-5)

Here is the process for degree application:

#### PEQAB

The Postsecondary Education Quality Assessment Board ( PEQAB ) is the advisory agency responsible for assessing college degree applications.

#### PEQAB Assessment Panel

A Quality Assessment Panel, made up of a group of professional and academic experts who are often senior professors from Ontario's universities, evaluate the proposed degree.

#### Assessment

In addition to examining the quality of the curriculum, PEQAB assesses the ability of the college to provide staffing, facilities and library resources.

#### Site Visit

Assessment includes a site visit by a panel of three experts selected by the PEQAB. Based on their assessment and recommendations, the MTCU decides whether to approve the proposed Degree.

#### Degree Renewal

After a five to seven years, colleges must submit an application for renewal to PEQAB if they want to continue to offer their degree.

(Panacci, 2014, p.3)

## **Industry Demands for Degrees**

Why was there a need for change at this time to offer degrees? The main reason why the government decided to allow colleges to grant applied degrees was because the industries where students were being hired required a degree for entry level jobs. The 3 year diplomas that colleges historically provided were no longer suitable for many employers. Consequently, both employers and students needed a wider variety of applied degrees (Panacci, 2014 p. 4).

## **The College Degree Landscape**

The first college degrees were approved in 2002. Nine colleges were authorized to offer 12 applied degrees. By the end of that same year, 35 degree had been approved. By 2012, 74 degrees were offered by 12 Ontario colleges (Panacci, 2014 p. 3-5).

## **University/College Partnerships**

From the new Throne Speech, newly established university and college partnerships were highlighted:

Durham College and University of Ontario Institute of Technology

Guelph University and Humber College

“A variety of collaborations continue to emerge between colleges and universities that are distinguishing them from one another as well. Two noteworthy exemplars are Durham College – University of Ontario Institute of Technology (UOIT) and Guelph University – Humber College” (Laden, 2005, p. 16).

“Durham and UOIT share not only a campus with common classrooms, cafeteria, student and collegiate activities, but also a shared president and governing boards that meet together. The president, Gary Polansky, knows the colleges well, having served as president of Durham for many years and now also serves as the founding president of UOIT as the same time. Now in its second year of operation at UOIT and as a joint campus, this collaboration has shattered many traditions already and is ready to do so again. Contrary to other Ontario universities, in fall 2005 UOIT will begin accepting transfer students who have completed at least two-year college diploma programs into their third year at UOIT. Internally, Durham will offer a bridge program for its second-year students who want to enter an honors degree program at UOIT” (Laden, 2005, p. 16).

“Humber and Guelph students attend classes taught by both faculties in newly constructed buildings on the Humber campus. Students earn both a diploma from Humber and a degree from Guelph within four years” (Laden, 2005, p. 16).

## **Double Cohort and SuperBuild**

The double cohort referred to high school students who were in grades 11 and 12 who would graduate at the same time in 2003. These students would be the last to graduate from the old Ontario Academic Credit program and the first students to graduate from the new four-year high school program. What this meant for colleges and universities is that additional space and resources would be required to accommodate a double cohort of students (Ministry, 2002, n.p.).

In a press release, January 29, 2002, Ontario re-affirms commitment to access and excellence for students in the double cohort, Dianne Cunningham, Minister of Training, Colleges and Universities stated:

“The Ontario government today re-affirmed its commitment that the province's postsecondary institutions will be prepared to meet the needs of the double cohort. We have worked carefully with partners in our publicly funded postsecondary institutions to develop a comprehensive plan to ensure every willing and qualified student continues to find a place in a college or university program. Together, we built a plan to match the enrolment projections developed at each of Ontario's colleges and universities. To prepare for the expected increase in enrolment the government established capacity working groups with membership from the Council of Universities and Association of Colleges of Applied Arts and Technology of Ontario. These groups were full partners in setting the enrolment projections which formed the basis of the plan to prepare for the double cohort” (Ministry, 2002, n.p.).

Key elements of the government's plan include:

a \$1.8 billion investment through SuperBuild and our partners to support the largest single capital construction program in the sector in 30 years that will create at least 73,000 new student spaces at campuses across the province

an investment of \$297.5 million since 1999 to upgrade existing facilities so they can be used more effectively

a multi-year commitment in the 2001 Budget of up to \$293 million in increased operating grants by 2003-04 to allow institutions to begin hiring the additional faculty they will need to provide high-quality educational programs.

(Ministry, 2002, n.p.)

## **University of Guelph-Humber and Double Cohort**

Dianne Cunningham stated, at the groundbreaking ceremony for the new home of what will be called the University of Guelph- Humber:

“The Government of Ontario, through SuperBuild, has contributed \$28.6 million to the total cost of the project. This will include 2,000 new student spaces in time for the double cohort in 2003. Guelph-Humber will offer totally integrated four year diploma degree programs in such areas as Business, Media Studies and distributed computing” (Ministry, 2001, n.p.).

### **Durham College and Double Cohort**

Durham College, as we see in the article below, would also expand to accommodate these students. ‘Durham College had selected Adamson Associates and Mills & Associates as architects to head the college's \$25-million expansion and renovation of its Oshawa campus’:

“Work on the college's campus as well as its Skills Training Centre in Whitby will help accommodate increasing student enrollment, which grows by five to six per cent each year. Expansion will also help ensure the college can accommodate 25 per cent more first-year students in 2003 due to the elimination of grade 13 in Ontario secondary schools.”

“The work will add about 120,000 square feet of space, increasing the total college space by almost 20 per cent. This will be used for new classrooms, computer labs, lecture theatres, more student service and meeting areas and additional faculty offices. Renovation of the Whitby campus will be completed by December. Focal point for the Oshawa campus is a two-storey learning commons with a transparent curving glass wall and information tower, acting as a beacon for the college. The Oshawa campus will also feature centres for manufacturing, justice and health. Construction in Oshawa is to begin next spring and completed in stages by spring 2003, with some new academic space ready by next August” (Anonymous, 2000, n.p.).

### **E-Learning**

E-Learning was discussed in the Throne Speech too. “As the colleges look ahead to the next decade of educational programming, e-learning will continue to be at the forefront as an alternative to classroom-based teaching or as a complement to it” (Laden, 2005, p. 18).

OntarioLearn is one of the colleges E-Learning initiatives. Their website says: “All 24 of Ontario’s publicly-funded colleges are working together in OntarioLearn to offer you easy access to a wide variety of high-quality courses, programs and services online. You’ll be joining an extensive network of students who have chosen to study with us as OntarioLearn has supported nearly 800,000 course enrollments since our early days as a start-up in 1994” (OntarioLearn, 2017,n.p.).

It started back in 1994 when 4 colleges provided online courses. One year later, in 1995 there were 7 participating colleges providing online courses. Together they launched Contact South. By 2000 Contact South changed its name to OntarioLearn. This same year membership

increased to 22 partners. In 2011 OntarioLearn expanded again when its 2 French colleges join. By 2012, all colleges in Ontario belong to OntarioLearn (OntarioLearn, 2017,n.p.).

### **Reaching New Heights**

So this is what the colleges look like all grown up at 50. What will look like in the next 50 years? Here are some recommendations from Colleges Ontario that may give us some insight. In their 2013 report, “Reaching New Heights: Differentiation and Transformation in Higher Education”, they recommend the following:

#### **More Four-year degrees**

Ontario colleges must be permitted to provide more degrees and approval process for college degrees needs to be easier

#### **Three-year college degrees**

Replace three-year diplomas so that students can earn a three-year degree

#### **Stand-alone nursing degrees**

Replace college and university collaborate nursing degree programs so that colleges can grant their own degrees.

#### **Credit transfer improvement**

The provincial government should require colleges and universities to provide credit-transfer policies so that they are publicly available and easily accessible.

(Colleges Ontario, 2013, p.6-10)

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## Chapter 7

### A Number of Numbers: Measuring College and Library Success

**“There were 197,023 distinct applications for the 2014-15 academic year.”**

(Colleges Ontario, 2016, p.2)

## **Chapter 7**

The purpose this final chapter is to show, by looking at numbers, how the colleges and libraries have grown. We will look at:

college student enrolment growth by comparing historical student enrolment statistics with current Full Time Equivalents (FTEs)

statistical reports kept by the Heads of Libraries and Learning Resources (HLLR) to see growth

Key Performance Indicators (KPIs) to see how student satisfaction can and has impacted growth

## FTE / Student Enrolment Stats

Linda Franklin, President of Colleges Ontario, stated in an interview that: “we started tracking Ontario College enrolment statistics in the early 1980s ” (Rushowy, 2014, n.p.). There are two documents that allow us to look at historical student enrolment at our colleges. They are:

“Ontario post-secondary enrolment report, 1974 to 1978” produced by the Ministry of Colleges and Universities

“Ontario post-secondary enrolment report, 1977 to 1981” produced by the Ministry of Colleges and Universities

See - (Chapter 7 Appendix A and B)

Current enrolment statistics for colleges is available online.

There are two data sets available.

1996 to 2011 College Enrolment Statistics

<https://www.ontario.ca/data/college-enrolments-1996-2011>

2012-2016 College Enrolment Statistics

<https://www.ontario.ca/data/college-enrolment>

## Increased Enrolment

Here is a look at college enrolment from 1974 to 2015:

Table 1

College	1974	1981	1986	1996	2015
	Full-Time Post-Secondary enrolment numbers		FTEs	FTEs	FTEs
Algonquin	6,547	7,156	9,725	9,849	19,696
Boreal				1,309	1,573
Cambrian	1,279	2,628	3,551	3,927	3,535
Canadore	908	1,669	2,361	2,987	2,545
Centennial	2,636	4,626	7,210	9,246	10,731
Conestoga	2,135	2,651	4,249	4,042	11,165
Confederation	1,214	1,764	2,899	3,210	3,050

Durham	898	1,864	2,902	4,181	11,065
Fanshawe	4,572	5,724	7,019	8,276	14,030
Fleming	1,962	2,965	3,768	5,296	6,558
George Brown	2,958	4,526	8,774	7,751	21,784
Georgian	1,398	2,375	4,086	5,044	9,805
Humber	5,065	7,804	9,763	11,036	22,491
La Cite				3,566	4,491
Lambton	713	1,367	1,498	2,586	2,604
Loyalist	1,031	1,624	2,469	2,952	3,225
Mohawk	4,105	5,668	7,550	7,509	12,676
Niagara	2,166	3,148	3,647	4,804	8,156
Northern	734	1,217	1,642	1,359	1,110
St. Clair	2,844	3,986	4,079	5,744	8,265
St. Lawrence	2,599	3,838	4,415	4,687	5,384
Sault	984	1,419	1,817	2,699	2,191
Seneca	4,579	8,037	10,006	12,452	21,109
Sheridan	3,651	5,545	6,857	9,317	16,453

\* For historical FTE's, I am using Full-Time Post-Secondary enrolment numbers as a comparable.

\*\* La Cite College was created in 1989 and Boreal College was not established until 1995. This explains why some columns are blank above.

Table 1 from:

1974 numbers are from Ontario post-secondary enrolment report, 1974 to 1978: p 27

1981 numbers are from Ontario post-secondary enrolment report, 1977 to 1981: p 21

1986 numbers are from (Gandz, 1988, p. 26).

2015 numbers are from OCLS website at <https://www.ocls.ca/colleges/ftes> .

### **International Student Growth**

Josh Dehaas in his article International Boom at Ontario Colleges June 18, 2014 provides some interesting numbers on international students below:

In 2012, there were 200,000 international students in Canadian post-secondary schools. The federal government wants to more than double that by 2022.

Ontario's colleges already take in more than a tenth of the foreign students nationwide, and their international population has grown very quickly, up from 5,855 in 2003 to 20,371 in 2012, according to the Ontario College Application Service.

According to government headcounts, 26,188 Ontario college students declared citizenship that was not Canadian in 2012.

Some colleges are more international than others. 90% of students reporting non-Canadian citizenship, attended the colleges listed below. The top three are all in the Greater Toronto Area.

(Dehaas, 2014, n.p.)

Table 2 below provides the top 9 most international colleges.

Table 2

2012 FTE International Students by College	
College	Enrolment
Humber	4,840
Centennial	4,813
Sheridan	3,490
Fanshawe	1,256
Algonquin	1,185
Conestoga	1,057
Niagara	1,015
Mohawk	970
George Brown	848

Table 2 (Dehaas, 2014, n.p.)

Table 3 below shows the increase of International students at our colleges from 2006 to 2015.

Table 3

International student FTE enrolment by year									
2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
6,722	6,958	8,025	9,861	14,576	17,889	20,371	23,531	28,198	34,115

Table 3 from: (Colleges Ontario, 2016 p. 9)

## **Degree and Collaborative Degrees Growth**

The introduction of degrees and collaborative degrees contributes to student enrolment growth. Because of the limitations by the Ministry placed on colleges, there were only 1,836 Degree students in 2013 (Colleges Ontario, 2016, p. 32).

Table 4 we see enrolment for Collaborative Nursing Degree students from 2010 to 2014.

Table 4

Collaborative nursing students FTE enrolment by year				
2010	2011	2012	2013	2014
12,102	12,235	11,996	12,337	12,958

Table 4 from: (Colleges Ontario, 2016, p.8)

Collaborative Nursing Degree students, Degree students and International students all contribute to increase student population at our collages and libraries.

### **HLLR statistics**

By looking at HLLR stats we get a picture of what our college libraries look like today in regards to operations, staffing, funding, facilities, collections and services we provide. Statistical data can be accessed on the HLLR website and includes data for the following years:

2003 to 2004

2007 to 2008

2008 to 2009

2009 to 2010

2010 to 2011

2011 to 2012

2012 to 2013

2013 to 2014

You can access these online at:

<http://www.hllr.org/page/statistics.aspx#.WU3cqIGQy70>

The heads of libraries keep statistics on the following information:

1. **Type of Library** includes information on whether the college offers degrees or a has a university partner.
2. **Number of Campuses** indicates the number of campuses at each college.
3. **Users** includes information on FTE students and FTE faculty.
4. **Library Personnel** includes the number of library staff working at each library: administrative staff, FTE librarians and student aides.
- 5.1 **Collections Physical** includes information on monographs, periodicals and dvds.
- 5.2 **Collections Electronic** includes information on e-books, databases, streaming and media.
6. **Use** includes stats on reference transactions, classes taught, books circulated, gate counts and interlibrary loan.
7. **Library Expenses** include capital and operating financials: salaries, print monographs, e-books, media format, streaming media, print periodicals and electronic databases.
8. **Institutional Budget** contains information on base ministry grant, operating funds and each college library budget.
9. **Facilities and Hours** contain information on total library area in square meters, seats, hours, reference hours and virtual reference hours.
10. **Computing Infrastructure** includes information on public workstations, wireless, circulating laptops and circulating mobile devices.
11. **Library Automated System** includes vendor provider information relating to cataloging, acquisitions, union catalogue, interlibrary loan and discovery tool.

(HLLR, 2013 p 1-14)

### **Numbers do tell a story**

To sample, I have pulled some statistics from the 2013 – 2014 report. In the tables below I have included the name of each college and FTEs for easy reference and analysis. Why are FTEs so important? The number of FTEs impacts the college budget. Consequently, college budget impacts library budget. Typically, colleges in Toronto and the GTA have grown faster, as discussed above, due to the fact that they have more students to draw on.

\* Please note that there are no statistics for Confederation and Loyalist.

### Analyzing the Statistics

In Table 5 below the total FTE Library Personnel numbers does include students who work in the library. As noted above, you can see the break-down for administration, librarians, library staff and students in the report.

Library Salaries show how much each college spends on library staff at each college.

Table 5

College	FTE Students	Colleges Offering Degrees	Total FTE Library Personnel	Library Salaries
Algonquin	19,490	Yes	18.2	\$1,575,154.
Boreal	1,675	No	3.3	\$189,000.
Cambrian	3,540	No	8	\$871,503.19
Canadore	2,707	No	8.74	\$300,693.39
Centennial	11,290	Yes	34.50	\$2,683,549.
Conestoga	10,923	Yes	22.16	\$1,350,975.
Durham	10,743	No	5.82	\$505,870.
Fanshawe	13,688	Yes	19	\$1,245,806.53
Fleming	6,810	No	10.2	\$528,830.49
George Brown	20,768	Yes	54.78	NA
Georgian	9,865	Yes	45.29	\$2,539,100.
Humber	23,938	Yes	41.50	\$2,005,515.
La Cite	4,546	Yes	6.2	\$428,390.
Lambton	2,816	Yes	9	\$508,575.
Mohawk	13,091	Yes	24.5	\$1,553,349.
Niagara	8,430	Yes	13.8	\$1,057,470.
Northern	1,214	Yes	14	\$286,804.68
Sault	2,332	No	10.50	\$404,499.
Seneca	22,029	Yes	56.80	\$4,520,906.
Sheridan	19,753	Yes	27.25	\$1,783,673.
St. Clair	8,445	No	10.20	\$543,221.
St. Lawrence	5,769	Yes	11.30	\$528,830.

Table 5 from: (HLLR, 2013, p 16, 17-20)

In Table 6 below Monographs and E Monographs show the holdings or number of books and e-books at each library.

Total Monograph Spending shows how much money was spent at each college to purchase monographs and e-books.

Table 6

College	FTE Students	Monographs	E Monographs	Total Monograph Spending
Algonquin	19,490	58,081	7,039	\$51,730.
Boreal	1,675	25,294	170,516	\$6,938.
Cambrian	3,540	31,159	NA	\$7,781,16
Canadore	2,707	175,509	81,753	\$11,097.94
Centennial	11,290	81,707	57,730	\$264,363.
Conestoga	10,923	33,745	137,799	\$120,737.80
Durham	10,743	46,313	95,755	\$215,559.
Fanshawe	13,688	52,249	150,000	\$163,216.88
Fleming	6,810	38,290	396	\$52,581.90
George Brown	20,768	59,655	152,398	\$116,740.43
Georgian	9,865	62,341	47,348	\$255,060.
Humber	23,938	130,430	46,203	\$387,690.
La Cite	4,546	30,633	25,000	\$8,000.
Lambton	2,816	19,948	35,415	\$9,873.70
Mohawk	13,091	16,045	42,073	\$22,000.
Niagara	8,430	39,742	102,040	\$23,138.69
Northern	1,214	13,716	12	\$22,333.46
Sault	2,332	29,247	30,573	\$40,754.
Seneca	22,029	87,267	208,462	\$301,534.
Sheridan	19,753	63,092	207,373	\$78,954.43
St. Clair	8,445	30,251	2,900	\$30,809.
St. Lawrence	5,769	53,617	50,231	\$143,615.02

Table 6 from: (HLLR, 2013, p. 16-20)

Table 7 below shows how college libraries are funded.

There is a Ministry Grant and Other Operating Funds for each college. The two columns added provide the Total Budget for the library.

A few of these fields are blank in the report.

To see more on how colleges are funded see College Resources 2015, Environmental Scan 2015, Colleges Ontario.

Table 7

College	FTE Students	Ministry Grant	Other Operating Funds	Total Budget
Algonquin	19,490	\$100,050,650.	\$181,233,347.	\$281,283,997.
Boreal	1,675	\$8,530,200.	\$59,485,813.	\$68,016,013.
Cambrian	3,540		\$27,927.59	\$27,927.59
Canadore	2,707	\$30,556,000.	\$17,426,000.	\$48,018,000.
Centennial	11,290	\$81,320,815.	\$152,488,555.	\$233,769,370.
Conestoga	10,923	\$37,404,743.	\$15,456,090.	\$52,860,833.
Durham	10,743	\$36,022,011.	\$114,386,147.	\$150,408,158.
Fanshawe	13,688	\$62,077,331.		\$62,077,331.
Fleming	6,810	\$30,543,757.	\$53,491,892.	\$84,035,649.
George Brown	20,768			
Georgian	9,865	\$50,390,177.	\$130,206,950.	\$180,597,127.
Humber	23,938	\$103,847,687.	\$203,589,313.	\$307,437,000.
La Cite	4,546	\$80,000.	\$12,000.	\$92,000.
Lambton	2,816	\$32,820,830.	\$31,436,987.	\$64,257,817.
Mohawk	13,091			
Niagara	8,430	\$40,859,640.	\$92,809,421.	\$133,669,061.
Northern	1,214	\$15,560,038.	\$22,569,509.	\$38,129,547.
Sault	2,332			
Seneca	22,029		\$828,104.	\$828,104.
Sheridan	19,753	\$68,379,417.	\$188,177,620.	\$256,557,037.
St. Clair	8,445	\$50,377,114.	\$70,741,541.	\$121,118,655.
St. Lawrence	5,769	\$28,241,808.	\$75,009.	\$28,316,817.

Table 7 from: (HLLR, 2013, p. 16-20)

Table 8 shows how much each library spends on library databases provided by OCLS.

Seats and Public Workstations give you an idea of facilities at each college.

Table 8

College	FTE Students	Electronic Databases OCLS	Seats	Public Workstations
Algonquin	19,490	\$202,000.	447	107
Boreal	1,675	\$27,333.	176	14
Cambrian	3,540	\$75,699.81	216	98
Canadore	2,707	\$38,641.95	598	59
Centennial	11,290	\$284,825.	1,205	291
Conestoga	10,923	\$174,334.	596	108
Durham	10,743	\$108,751.	600	140
Fanshawe	13,688	\$139,339.67	561	118
Fleming	6,810	\$100,000.	314	37
George Brown	20,768	\$193,869.68	860	1,163
Georgian	9,865	\$190,360.	630	426
Humber	23,938	\$454,158.	860	149
La Cite	4,546	\$70,000.	180	120
Lambton	2,816	\$68,319.54	272	99
Mohawk	13,091	\$126,000.	997	216
Niagara	8,430	\$170,049.	425	109
Northern	1,214	\$21,027.01	272	47
Sault	2,332	\$70,625.	80	57
Seneca	22,029	\$304,376.	1,205	337
Sheridan	19,753	\$533,764.60	1,190	469
St. Clair	8,445	\$156,289.	180	70
St. Lawrence	5,769	\$98,249.21	535	70

Table 8 from: (HLLR, 2013 p. 16, 21, 22-24)

Table 9 below Reference Interactions and Classes Taught at each library gives tells us the type of services we provide. There is information in the report relating to virtual reference too.

Gate Counts provide us with how many people came physically into the college libraries.

Table 9

College	FTE Students	Reference Interactions	Classes Taught	Gate Counts
Algonquin	19,490	33,472	95	375,010
Boreal	1,675	2,412	51	117,244
Cambrian	3,540	1,059	43	NA
Canadore	2,707	3,891	50	121,246
Centennial	11,290	28,652	349	984,019
Conestoga	10,923	11,003	271	578,813
Durham	10,743	2,500	204	517,782
Fanshawe	13,688	10,126	124	368,140
Fleming	6,810	2,885	171	213,527
George Brown	20,768	22,253	793	2,243,415
Georgian	9,865	5,698	242	2,069,095
Humber	23,938	23,652	363	1,896,302
La Cite	4,546	1,185	29	233,962
Lambton	2,816	4,608	6	247,664
Mohawk	13,091	44,613	153	1,066,101
Niagara	8,430	7,481	200	644,772
Northern	1,214	12,989	19	122,060
Sault	2,332	1,264	41	21,682
Seneca	22,029	23,781	610	1,898,789
Sheridan	19,753	4,029	344	NA
St. Clair	8,445	NA	42	488,792
St. Lawrence	5,769	8,556	65	410,615

Table 9 from: (HLLR, 2013 p. 16-19)

## **KPIs (Key Performance Indicators)**

Since 1998, colleges have been required by the Ontario government to collect and report performance data in five areas:

graduate satisfaction

student satisfaction

employer satisfaction

employment rate

graduation rate

You can find survey results from 1999 to 2016 on the Colleges Ontario website:

<http://www.collegesontario.org/outcomes/key-performance-indicators.html>

(Colleges Ontario, 2017, n.p.)

This satisfaction survey is distributed annually to every Ontario college student in February. Survey results are compiled by CCI Research, an external survey consultant firm contracted by the MTCU (Humber College, 2017, n.p.).

Below is one KPI question and results relating to facilities. This was released 19 April 2017.

Table 10

Capstone Question 49: The overall quality of the facilities/resources in the college?

College	Very Satisfied	Neither Satisfied	Very Dissatisfied
Algonquin	74.8	18.9	6.3
Boreal	81.4	16.3	2.3
Cambrian	75	19.7	5.3
Canadore	72.6	21.9	5.5
Centennial	75.7	17.8	6.6
Conestoga	75.8	19.3	4.9
Confederation	71.1	22.8	6.1
Durham	74.1	21.1	4.7
Fanshawe	75.2	19.9	4.9
Fleming	79.7	17	3.3
George Brown	74.7	18.9	6.3
Georgian	79.7	15.8	4.5
Humber	72	21.8	6.2
La Cite	85.2	11.3	3.5
Lambton	76.1	18.4	5.6
Loyalist	75.5	19.3	5.2
Mohawk	77.3	18.3	4.4
Niagara	80.1	15.8	4.1
Northern	70.7	22	7.2
Sault	85.2	10.4	4.5
Seneca	71.7	22.2	6
Sheridan	70.8	21.7	7.5
St. Clair	77.5	18	4.4
St. Lawrence	77.5	18.3	4.2

Table 10 From: (Colleges Ontario, 2017, April 19, p.4)

Why is this facilities question so important to college libraries? Libraries as a physical space fall under the facility category. The colleges use KPI data to decide where to put their money. After Humber completed its recent North expansion in 2015, this was released: Humber College KPI Satisfaction Result, Facilities and Resources:

“To better meet the needs of our students, Humber College opened a new 264,000 sq ft building featuring a learning commons and a new library. 72 % of students are satisfied with Humber College’s facilities and resources” (Humber College, 2016, n.p.).

KPI's are one way to see how student satisfaction has impacted growth and to measure our growth as well.

## **Chapter 7 Appendix A**

Ontario post-secondary enrolment report, 1974 to 1978: universities, colleges of applied arts and technology and other post-secondary institutions, Ontario. Ministry of Colleges and Universities: Ministry of Colleges and Universities p 27

TABLE 1.2.1 FULL-TIME POST-SECONDARY STUDENT ENROLMENT AND PERCENTAGE CHANGE, BY INSTITUTION,  
AT ONTARIO COLLEGES OF APPLIED ARTS AND TECHNOLOGY  
FALL 1974 TO FALL 1978

COLLEGE	Fall 1978		Fall 1977		Fall 1976		Fall 1975		Fall 1974	
	Number	% Change								
ALGONQUIN	6,831	+3.27	6,615	+0.49	6,583	+1.29	6,499	-0.73	6,547	
CAMBRIAN	1,942	+19.88	1,620	+8.22	1,497	+3.89	1,441	+12.67	1,279	
CANADORE	1,341	+14.81	1,168	+16.33	1,004	+2.87	976	+7.49	908	
CENTENNIAL	3,653	+10.10	3,318	+8.93	3,046	-0.03	3,047	+15.59	2,636	
CONESTOGA	2,389	+9.09	2,190	+3.35	2,119	-4.93	2,229	+4.40	2,135	
CONFEDERATION	1,359	+9.24	1,244	-1.82	1,267	-4.16	1,322	+8.90	1,214	
DURHAM	1,397	+14.79	1,217	+9.34	1,113	+8.59	1,025	+14.14	898	
FANSHAWE	5,358	+7.76	4,972	+2.98	4,828	+0.48	4,805	+5.10	4,572	
GEORGE BROWN	3,007	+3.26	2,912	-4.02	3,034	-2.73	3,119	+5.44	2,958	
GEORGIAN	1,682	+5.72	1,591	+9.27	1,456	+0.48	1,449	+3.65	1,398	
HUMBER	6,345	+3.10	6,154	+3.64	5,938	+7.32	5,533	+9.24	5,065	
LAMBTON	891	+11.38	800	+3.23	775	+1.17	766	+7.43	713	
LOYALIST	1,132	-1.05	1,144	-2.05	1,168	+8.55	1,076	+4.36	1,031	
MOHAWK	4,366	+3.24	4,229	+2.70	4,118	-3.81	4,281	+4.29	4,105	
NIAGARA	2,528	+4.94	2,409	+0.50	2,397	-0.54	2,410	+11.27	2,166	
NORTHERN	989	+7.85	917	+5.65	868	+2.72	845	+15.12	734	
ST. CLAIR	3,358	+8.08	3,107	+5.61	2,942	-1.08	2,974	+4.57	2,844	
ST. LAWRENCE	2,984	+1.91	2,928	+6.67	2,745	-3.24	2,837	+9.16	2,599	
SAULT	1,129	+6.01	1,065	+2.21	1,042	-0.10	1,043	+6.00	984	
SENECA	5,521	+3.33	5,343	+8.22	4,937	+5.18	4,694	+2.51	4,579	
SHERIDAN	4,390	+9.39	4,013	+4.97	3,823	+1.57	3,764	+3.10	3,651	
SIR SANDFORD FLEMING	2,221	+3.88	2,138	+3.94	2,057	-2.09	2,101	+7.08	1,962	
TOTAL	64,813	+6.09	61,094	+3.98	58,737	+0.89	58,236	+5.93	54,978	

NOTES: a. The survey count date was changed to November 1 in 1976; in prior years, it was October 15.

b. % change calculated taking previous year as the base year.

c. The above figures are not counts for funding purposes. Caution should be used in relating these figures to the operating grants awarded to these colleges.

SOURCE: College Affairs Branch - Mid-term Enrolment Surveys (Fall).

## **Chapter 7 Appendix B**

Ontario post-secondary enrolment report, 1977 to 1981: universities, colleges of applied arts and technology and other post-secondary institutions, Ontario. Ministry of Colleges and Universities: Ministry of Colleges and Universities p 21

Table 1.2 Enrolment and Percentage Change, by Institution, at Ontario Colleges of Applied Arts and Technology  
Fall 1977 to Fall 1981

.1 Full-Time Postsecondary Student Enrolment

College	Fall 1977		Fall 1978		Fall 1979		Fall 1980		Fall 1981	
	Number of Students	Percentage Change								
Algonquin	6 615	0.49	6 831	3.27	6 986	2.27	7 192	2.95	7 156	-0.50
Cambrian	1 620	8.22	1 942	19.88	2 068	6.49	2 391	15.62	2 628	9.91
Canadore	1 168	16.33	1 341	14.81	1 423	6.11	1 477	3.79	1 669	13.00
Centennial	3 318	8.93	3 653	10.10	3 939	7.83	4 408	11.91	4 626	4.95
Conestoga	2 190	3.35	2 389	9.09	2 580	7.99	2 746	6.43	2 651	-3.46
Confederation	1 244	-1.82	1 359	9.24	1 438	5.81	1 542	7.23	1 764	14.40
Durham	1 217	9.34	1 397	14.79	1 595	14.17	1 685	5.64	1 864	10.62
Fanshawe	4 972	2.98	5 358	7.76	5 595	4.42	5 649	0.97	5 724	1.33
George Brown	2 912	-4.02	3 007	3.26	3 379	12.37	3 791	12.19	4 526	19.39
Georgian	1 591	9.27	1 682	5.72	1 911	13.61	2 250	17.74	2 373	5.47
Humber	6 154	3.64	6 345	3.10	7 022	10.67	7 188	2.36	7 804	8.57
Lambton	800	3.23	891	11.38	965	8.31	1 108	14.82	1 367	23.38
Loyalist	1 144	-2.05	1 132	-1.05	1 286	13.60	1 383	7.54	1 624	17.43
Mohawk	4 229	2.70	4 366	3.24	4 835	10.74	5 226	8.09	5 668	8.46
Niagara	2 409	0.50	2 528	4.94	2 687	6.29	2 981	10.94	3 148	5.60
Northern	917	5.65	989	7.85	997	0.81	1 144	14.74	1 217	6.38
St. Clair	3 107	5.61	3 358	8.08	3 667	9.20	3 962	8.04	3 986	0.61
St. Lawrence	2 928	6.67	2 984	1.91	3 217	7.81	3 626	12.71	3 838	5.85
Sault	1 065	2.21	1 129	6.01	1 241	9.92	1 381	11.28	1 419	2.75
Seneca	5 343	8.22	5 521	3.33	6 391	15.76	7 494	17.26	8 037	7.25
Sheridan	4 013	4.97	4 390	9.39	4 890	11.39	5 357	9.55	5 545	3.51
Sir S. Fleming	2 138	3.94	2 221	3.88	2 396	7.88	2 604	8.68	2 965	13.86
Total	61 094	3.98	64 813	6.09	70 508	8.79	76 585	8.62	81 599	6.55

Notes

- The survey count date is November 1.
- Percentage change is calculated using the previous year as the base year.
- The above figures are not counts for funding purposes. Caution should be used in relating these figures to the operating grants awarded to these colleges.

Source  
CAB Mid-Term (fall)

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## **Conclusion**

When I started writing the history of college libraries in Ontario, it became clear that it would be necessary to explain how and why the colleges themselves were created. It was necessary to provide context.

Once this was understood, a burning question for me was to find out how the libraries were created so quickly. After reading Shirley Brazer's brief article in *Quill and Quire* from 1968, "20 College Libraries Open in 20 Weeks", I needed to find out more. The McMaster Project explains how we had instant libraries at each of our colleges. What an amazing story of collaboration.

I am guessing that many people, not in the library world, for the first time are hearing about Bibliocentre. I am guessing that students and faculty assumed that we did it all at our libraries behind closed walls. Bibliocentre is an important part of our college library history.

Writing this paper I learned so much myself. When you start your job you make assumptions that it has always been like them from the beginning. I wasn't aware that librarians

did not get same pay and vacation as faculty and counselors until 1989. Another amazing story to tell.

I wanted to include a chapter on how colleges have changed over the last 50 years. From degree granting to their role in the e-learning environment, it impacted and continues to impact library budgets, staffing, collections and IT infrastructure.

Finally, A Number of Numbers, shows how we have grown. FTE's, library statistics and even KPI's are several ways to measure our growth and success.

## Conclusion References

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