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ONTARIO COMMUNITY COLLEGE LIBRARIANS'
EQUALITY CAMPAIGN
(1973 - 1975)

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PREFACE

This file has been prepared as a documentation of the equality campaign carried out by the Academic Librarians in Ontario's Colleges of Applied Arts and Technology (C.A.A.T.s). As the material will make clear, the Academic Librarians while considered full members of the Academic Bargaining Unit have been denied the salary and working conditions enjoyed by their colleagues, the Teachers and Counsellors.

The campaign centred around two basic issues:

- i) the equivalent importance of Teachers' and Librarians' roles in the educational philosophy of the C.A.A.T.s.
- ii) the obvious sexist bias against Librarians, the only predominantly female group in the Academic Bargaining Unit (Teachers, Counsellors & Librarians) as indicated by the disadvantageous salary and working conditions applied to Librarians vis a vis the other members of the Academic Bargaining Unit (Teachers & Counsellors).

This file is composed of the following 4 major sections, of which the first 3 were included in a Brief to an interest arbitration between the Academic Bargaining Unit of the Civil Service Association of Ontario and the Council of Regents for Ontario Colleges of Applied Arts and Technology:

- | | | |
|----------|--|--------------------|
| Part i | Presentation | |
| Part ii | Supporting Documentation | (Appendices A - N) |
| Part iii | Correspondence and submissions regarding sexist discrimination against Academic Librarians in Ontario's C.A.A.T.s. | |
| Part iv | Arbitration rebuttals and awards, correspondence, etc. subsequent to the arbitration hearings of December 1974 | |
- 40/98

The Academic Librarians wish to acknowledge and thank all who supported their efforts during this on-going campaign - our colleagues in the library profession, fellow faculty in Ontario community colleges, our brothers and sisters in our union, and in particular the encouragement and assistance of Mrs. Laura Sabia and the Ontario Status of Women Council.

It is the hopes of the compilers that this file may be of use to other groups or individuals and that they might benefit from our efforts and experience.

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October 1975

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Part i) PRESENTATION

This presentation was part of the submission on behalf of the Civil Service Association of Ontario, Academic Bargaining Unit, to an Arbitration Board, composed of Mr. Justice Willard Z. Estey, Mr. J. A. Belford, and Mr. Jeffrey Sack in the matter of a collective agreement between the C.S.A.O. Academic Unit and the Council of Regents for Ontario Colleges of Applied Arts and Technology.

LIBRARIANS' BRIEF

The following brief was prepared for the Negotiating Team by the C.A.A.T. Academic Librarian Consultant, David L. Jones, in consultation with C.A.A.T. Librarians and other authorities in the library science field. It represents the C.S.A.O. position seeking parity of conditions and salaries for librarians, teaching masters and counsellors. The main objective for the Librarians in this new contract is equivalence of the Librarians' position with that of other sectors of the Academic Staff.

The depressed salary and status of Librarians in the present contract is well established in comparison to:

- a) Librarians in other types of Libraries in Ontario.
(Public Libraries hire new graduates at \$ 9,600 - \$11,400)
- b) Librarians in both Ontario Secondary Schools and in Community Colleges outside Ontario who receive full faculty salary and status.
- c) Other sectors of the C.A.A.T. Academic Staff, the Counsellors and Teachers.

The injustices of the present depressed state of C.A.A.T. Librarians' conditions and salaries, caused by sexist bias against the Librarians, the only predominantly female group in the Academic Staff, require quick and efficient rectification.

The case has been presented to the Ontario Status of Women Council and received its unqualified support (see Appendix P). The Council passed the following recommendation which was forwarded to the Hon. James A.C. Auld, Minister of Colleges and Universities:

Since professional librarians in the C.A.A.T.s have academic qualifications equivalent to those of teaching staff and counsellors in the Colleges, and since the library is an integral part of the learning process of the Colleges, the Ontario Status of Women Council recommends that classification of staff in C.A.A.T.s should be by professional and academic qualifications, experience and responsibility, and should combine teaching staff, counsellors and professional librarians; salaries and fringe benefits should be equal for all categories within that classification.

The C.A.A.T. Academic Unit insists that this situation be corrected by parity-inclusion of Librarians in the Master / Counsellor classification, working condition and salary structures.

The attached submission is constructed as follows:

- A) Basic document
- B) Supportive documentation - Appendices A to P.

Of these Appendices, those dealing with:

- i) Salary ranges in other jurisdiction are;
F, G, H, J, and M.
- ii) Sexist discrimination against Librarians;
P.
- iii) Faculty equivalence of Librarians and other
Academic Staff; J, K, and L.

SUMMARY AND CONTENTS OF LIBRARIANS' BRIEF

1. Introduction: The Librarian and the Teacher, two equally important educational specialists, each requiring training and expertise and equally essential to the educational process. page 1
2. Sexist Bias Against Librarians, the only predominantly female component of the bargaining unit: Recommendations of the Ontario Status of Women Council supporting full parity of salary and working conditions of Librarians, Teachers and Counsellors. page 3
3. The Current Situation: The problems existing in the C.A.A.T.s due to the current salary/classification package. Shows how 54% of the Librarians in the C.A.A.T. Academic Division were affected by red-circling or misclassification due to the last award. page 4
4. Proposals: the Librarians' salary ranges be adjusted (effective Sept. 1, 1973) to equal that of the Counsellor IV / Master. this adjustment be reflected by increasing the base salary of all Librarians by an amount equal to the increase in the minimum salary page 6
5. Librarians' salary ranges in other library and educational systems. page 7
6. Analysis of a survey of community college Librarians (1969/70): Indicates that in 1969/70 the average beginning salary for Librarians in Ontario community colleges was \$8,100. The percentage increases granted to the C.A.A.T. Academic staff have increased \$8,100 to \$9,800 but the salary range for Librarians has not been adjusted. page 7
7. Comparison of Librarians' and Teachers' salaries: Range maxima for Librarians are the lowest of all groups of Academic Staff (except Instructor / Counsellor I, who can up-grade to higher classifications and salary ranges unavailable to Librarians. page 9
8. Some implications of the present situation in respect to:
a) Library Arts Teachers - Librarians who teach full-time and receive Teachers' salaries and benefits. page 10
b) Nursing School Librarians. page 10
9. Ontario Public Service Librarians: Their classification and salaries - how and why these do not relate to Librarians in the C.A.A.T.s. page 11
10. Concluding Comments: on the future and quality of Library service in the C.A.A.T.s. page 12
11. The Demands page 14
12. Addenda:
a) Comparison of the increase in Library Technicians' salary ranges with that of Librarians' page 15
13. Sources cited page 16
14. Documentation: Appendices A to page 17+

INTRODUCTION

The C.A.A.T. Librarians' demands are centred on the concept that the role of the Librarian in the C.A.A.T. educational function is as important, demanding and complex as that of the Teacher and should be recognized as such. The professional Librarian is directly or indirectly responsible for a great proportion of the non-formal learning in the College. This is effected by: i) the selection and acquisition of informational materials in a variety of media covering the whole range of subjects encompassed by the College's educational community; ii) the organization of these materials to readily facilitate their optimum use by the faculty, students and the community in general; and iii) the formal and informal guidance and instruction of students and faculty in the use of these materials and the most efficient and economical ways to locate required information.

Also of paramount importance to the C.A.A.T. educational philosophy is the Librarian's role in instruction in the efficient use of the Library by individual students. This can provide the student with the essential tools for the continued development of his knowledge, and skills once he has left the formal educational environment and embarked on his career. In this era of rapid technological change, the instillation of informational and educational skills, the maintenance of libraries wherein they can be practiced and the acknowledgment of their necessity are invaluable in maintaining the individual's ability to grow and progress in his career. This may prevent the eventual obsolescence of his training and the need to return for retraining within one or two decades.

The [Wright] Commission on Post-Secondary Education report - The Learning Society¹ - projections of the increase in the importance of continuing education programs and the individual learning approach indicate an even more significant role for the C.A.A.T. Library and its professional staff as a resource to the College and the community. The Commission recognizes the Library, the 'poor man's university,' as one of the main centres of individual, self-motivated learning.

Thus in the C.A.A.T.s the Librarian performs a specialized academic (informal) educational role in addition to his responsibility for selecting, acquiring and organizing the collection of materials and the means of efficiently locating information from these materials or other sources. This role of the Librarian

with its intimate relationship to the academic function of the College is reflected by the inclusion of Librarians in the academic communities of schools and colleges. This has been recognized both in Canada and the U.S.A. by both common practice and professional association standards, some of which are listed below:

Standards Recommended for Canadian Community College Libraries prepared by a committee of the Canadian Association of College and University Libraries.²

"Because librarians contribute to the educational process by helping faculty to teach students, by helping students to teach themselves and by teaching students directly, they should be appointed on the same basis as the college teaching staff." (Standards page 6)

Joint Statement on Faculty Status of College and University Librarians endorsed by the Association of American Colleges, the American Association of University Professors, and the American Association of College and Research Libraries.³

"The salary scale for librarians should be the same as that for other academic categories with equivalent education and experience. Librarians should normally be appointed for the Academic year. If a librarian is expected to work through the summer session, his salary should be adjusted similarly to the summer session scale of other faculty at his college or university." (Joint Statement sect. 4)

Principles of Academic Status in Canadian University Libraries by the Canadian Association of College and University Libraries.⁴

"As librarians are granted academic status in the University on the grounds that they are professional members of the University staff with advanced academic training, the criteria accepted in University Librarianship should be accepted in matters of promotion, appointment and tenure."

"Appointment of librarians should be through the same mechanisms as for teaching faculty." (Principles sect V)

This principle is practiced in the Ontario Secondary School system wherein the Librarian is classified as a teacher-specialist, Group IV.⁵

The position of Librarians as full and equal members of Faculty is well established in Canada's western provinces and in the U.S.A. Examples of the exact wording used to show this equality at Douglas College and Vancouver City College in British Columbia, Lorain County Community College, Ohio and Seattle Community College as well as salary range data from Mount Royal College and Southern Alberta Inst. of Technology, both in Calgary are attached as Appendix J.

A recent study of a C.A.A.T., the Porter Report on Conestoga College also recognized that "The Library is at the core of the learning environment of colleges and universities."¹⁶ Dr. Porter went on to recommend the strengthening of the College Library to properly reflect and perform its essential functions in the College's educational environment. Appendix P (PB 2).

SEXIST BIAS AGAINST LIBRARIANS

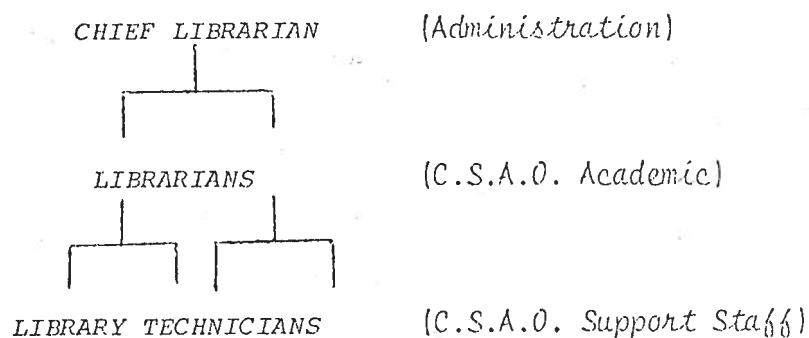
Unfortunately recognition of the equally important roles of the Teacher . . . and the Librarian in community college education does not exist in the C.A.A.T.s. Since the introduction of collective bargaining the Librarians' classification and salaries have been consistantly lower and more stringent than those applied to the other sectors of the bargaining unit (Teachers and Counsellors). The Librarians, the only predominantly female group in the unit have found considerable evidence that their inequitable conditions are due to sexist bias against this 'female image' profession. Their investigations have put them in contact with the Minister of Colleges and Universities, the Secretary for Social Development, the Chairman of the Council of Regents, etc. On May 9, 1974 a presentation on sexist bias against C.A.A.T. Librarians was made to the Ontario Status of Women Council. The Council's Education Sub-committee took the matter under consideration and at the Council's next meeting (June) the following recommendation was proposed and approved without dissent:

Since professional librarians in the C.A.A.T.s have academic qualifications equivalent to those of teaching staff and counsellors in the Colleges, and since the library is an integral part of the learning process of the Colleges, the Ontario Status of Women Council recommends that classification of staff in C.A.A.T.s should be by professional and academic qualifications, experience and responsibility and should combine teaching staff, counsellors and professional librarians; salaries and fringe benefits should be equal for all categories within that classification.

Complete documentation of the Librarians' presentation to the Council, relevant correspondence and supportive material is included as Appendix P.

the current salary/classification package, imposed with the present contract, allows Librarians only two ranges: Librarian I, \$8,100 - \$11,200; and Librarian II, \$9,800 - \$12,900. These were imposed by arbitration despite appeals⁶ on behalf of a number of Librarians who were being red-circled by the inordinately low maxima. Not only is the \$12,900 maximum stiflingly low, but the classification description⁷ requires the Librarian II to supervise at least one Librarian I. Unfortunately library administration is not structured in this manner: supervision usually consists of only two levels, Librarians supervising Technicians, and a Chief Librarian supervising the Librarians (see Fig. 1).

Figure 1. Common Organizational Structure of Libraries



This has led to the situation, detailed below, in which 54% of the Librarians in the Academic Division are either: i) incorrectly classified, ii) at or above maximum (red-circled) or will be at maximum on receipt of the next merit or annual increment, or iii) affected by both conditions i) and ii) described above.

SURVEY OF C.A.A.T. C.S.A.O. ACADEMIC LIBRARIANS

A survey of Librarians in the C.A.A.T. Academic Division conducted prior to to commencement of contract negotiations has revealed the following:

- 1) There are, as far as can be determined, 38 Librarians in the C.A.A.T Academic Division - approximately the same number as are in all other C.A.S.O. divisions combined. Of these 38 individuals, 37 have supplied data. The 38th,

although classified Librarian I and, it is believed, paid as a Librarian, teaches half-time (ie. about 10 hours of teaching per week, and works as a Librarian the remaining 25 hours of the Librarians' 35 hour week).

- 2) The present classification scheme with its deficiencies has created a situation in which many individuals can not be consistently classified and/or are (or by the end of the year will be) at or above maximum.
- 3) In the Librarian I group are nineteen (19) individuals.
 - a) Two of these (currently earning less than the Librarian II minimum of \$9,800) supervise other individuals also classified Librarian I.
 - b) Two other individuals will be at maximum upon receipt of their next (Sept. 1973) merit or annual increment.
- 4) In the Librarian II group there are eighteen (18) individuals.
 - a) Only five (5) of these individuals actually fulfill the Librarian II requirement of supervising other professional Librarians. Of these five, four (4) are either red-circled or will be at maximum on receipt of the next (Sept. '73) merit or annual increment.
 - b) Of the thirteen (13) individuals classified Librarian II and not supervising subordinate professional Librarians, three (3) are red-circled or will be at maximum on receipt of the next merit or annual increment.
 - c) Thus in the Librarian II group there are seven (7) individuals red-circled or at maximum. This represents 18.5% of the Librarians in the Academic Division who will be at or above the absolute maximum. Added to this one must consider the two (2) Librarian I's who are at the maximum for that category. This raises to 23.4% of the unit the proportion of C.A.A.T. Academic Librarians red-circled or at the maximum.

In toto, the salary classification package has resulted in the following:

Table I SUMMARY OF MISCLASSIFICATION & RED-CIRCLING

<u>Problem</u>	<u>Number affected</u>
Librarian II (supervising) at maximum	4
Librarian II (non-supervising)	13
Librarian I at maximum	2
Librarian I (supervising other Librarian I)	2
Total Librarians affected	21
Per cent of Librarians in Unit affected	54%

Note: Although this data represents the situation at the commencement of the contract re-negotiations and a number of individual changes have occurred due to local re-classification, resignations, etc., the present salary/classification package has forced many Librarians to be incorrectly classified in order to prevent their stagnation at the inordinately low maxima of the Librarian scales.

The survey also brought to light another interesting fact. One college appointed a Librarian (classified Librarian II) in October 1972 (ie. after commencement of the contract) at a salary of \$13,900. Although the official rationale for going over the Librarian II maximum is not known, it is believed that since the individual concerned supervises another Librarian, her position was equated to that of a co-ordinator and the Co-ordinator allowance of \$1,000 was granted. This brings up an interesting discrepancy between the Library and Teaching classifications. In the teaching area, supervisory function is not written into the classification system, but allowances are given to those with these additional duties: in the Librarians' classification this supervisory function seems to be the keystone of differentiation. However, when one college can unilaterally waive this internal supervisory criterion and duplicate it by applying the co-ordinator allowance the whole structure and validity of the supervisory requirement comes into question.

PROPOSALS

Since classification is outside the realm of the current arbitration (according to CECBA) little can be done now in a direct manner to correct these problems. However, they can readily be avoided. As soon as Librarians are recognized as deserving salary ranges equal to those of Counsellors and Teachers of equivalent background and experience and are granted these broader salary ranges, the problems will become less serious.

Although the Librarian's importance in the College educational system, both in accumulating and organizing informational sources and educating students and faculty in the effective use of this material, and in her/his educational and experiential expertise, rank the Librarian with the Teaching Master, for this contract the Librarians' salaries and salary scale must be adjusted (effective Sept. 1, 1973) to equal that of the Associate Master. The Librarians realize that although this does not recognize the full parity that they deserve, it represents a step in the correction of the existing disparity and bias and that complete parity with the Teaching Master category would be an unrealistic goal in terms of this contract period.

- 1) THE LIBRARIANS' SALARY RANGES SHOULD BE ADJUSTED (effective Sept. 1, 1973) TO EQUAL THAT OF THE ASSOCIATE MASTER / COUNSELLOR IV.
- 2) THE LIBRARIAN I RANGE SHOULD BE THE LOWER TWO-THIRDS (2/3) OF THIS NEW OVERALL RANGE.
- 3) THE LIBRARIAN II RANGE SHOULD BE THE UPPER TWO-THIRDS (2/3) OF THIS NEW OVERALL RANGE.
- 4) THIS ADJUSTMENT SHOULD BE IMPLEMENTED BY INCREASING THE BASE SALARY OF EACH LIBRARIAN BY AN AMOUNT EQUAL TO THE INCREASE IN THE MINIMUM SALARY OF HER/HIS CLASSIFICATION, AND APPLYING TO THIS NEW BASE THE PERCENTAGE INCREASES DETERMINED BY THE BOARD FOR THE 1973-1974 AND 1974-1975 CONTRACT YEARS.

Once these ranges are implemented Librarians can be correctly classified in respect to the Librarian I and Librarian II supervisory requirements without the concomitant pressures of artificially low maxima. Allowing the Librarian I a maximum of \$13,000 - \$14,000 (+ plus percentage increases granted by the Board) avoids the need for her/his reclassification at \$11,200 to a misclassified (non-supervisory) Librarian II or stagnate at maximum. Similarly, Librarians who actually supervise other professional Librarians would no longer face immanent stagnation at \$12,900. Although this may not be the ultimate solution to the Librarians' classification problems, it would solve the immediate crisis while reflecting the Librarian's role as a full-fledged member of the C.A.A.T. Academic community.

SALARY RANGES FROM OTHER LIBRARIES

As the survey of C.A.A.T. Academic Librarians shows, the salary ranges granted in the last contract have caused many problems in the C.A.A.T. Libraries. These ranges seem to reflect incorrect and/or obsolete data, even when compared to salary ranges in other areas of the provincial jurisdiction as indicated by the salary ranges in the C.S.A.O. Social Services Division. Table II, below, shows the minimum starting salary for professional Librarians in a number of Libraries.

Table II Starting Salary for Professional Librarians

<u>Union Affiliation</u>	<u>Division</u>	<u>Librarian I minimum</u>		
		<u>1971/72</u>	<u>1972/73</u>	<u>1973/74</u>
C.S.A.O.	C.A.A.T. ⁸	\$7,700	\$8,100	?
	Soc. Ser. ⁹	\$8,557	\$9,156	\$9,706
C.U.P.E	North York ¹⁰	\$	\$9,600	
Non-affil.	Scarborough ¹¹			\$9,300 (Jan. '73)
	Mount Royal ¹²			
	Junior College, Calgary, Alta.			
				\$11,000 (approx)

QURESHI'S SURVEY

A study of community college librarians in Canada was conducted in April 1970, its results being published in an article by M.J. Qureshi in the Canadian Library Journal, Jan-Feb. 1971 (page 41) entitled "Academic Status, Salaries and Fringe Benefits in Community College Libraries of Canada". ¹³ Based on returns from his questionnaire circulated in April 1970, the following data were compiled.

Table III Salaries of Beginning Librarians, 1969/70
(from: Qureshi, table 3)

<u>Salary level</u>	<u>Ontario</u>	<u>Canada</u>
Low	\$7069	\$7100
High	\$9816	\$8460
Average	\$8094	\$7940

It is pertinent to note that the average figure for Ontario (\$8,094) is only \$394 higher than the minimum set for the colleges for the 1971/72 contract year and that this average figure for 1969/70 is only \$6 less than the minimum set for the 1972/73 contract year. If however, one takes this 1969/70 average as a base figure and applies to it the 6%, 8% and 5½% increases granted the Academic staff since April 1970, the salaries produced very closely parallel the rise in the minimum salary of the Master (see Table IV). It must be noted that although Librarians received these increases the salary ranges obviously are not properly adjusted.

Table IV Librarian Minimum Salary vs. Minimum of Master Salary Range
(see below for detailed description)

	<u>1969/70</u>		<u>1970/71</u>		<u>1971/72</u>		<u>1972/73</u>
<i>Increases granted</i>		6%		8%		5½%	
A) [Librarian]	\$8,094		\$8,580		\$9,266		\$9,715
(approx)	\$8,100		\$8,600		\$9,300		\$9,800
B) Master Range							
[Minimum]	\$8,100		\$8,600		\$9,300		\$9,800
C) Extrapolation							
	\$6725		\$7130		\$7,700		\$8,100

Row A [Librarian] takes the average Librarian I minimum for Ontario 1969/70 as found by Qureshi and applies the 6%, 8% and 5½% increases granted all Academic staff.

Row B Master Range [Minimum] takes for comparative purposes the minimum salary of the full Master for the Academic years of 1969/70, 1970/71, 1971/72 and 1972/73.

Row C Extrapolation proves that the Librarian I minimum granted by the arbitration board could not reflect proper adjustments to the Librarian salary range. By extrapolating back from the 1972/73 and 1971/72 figures of \$8,100 and \$7,700 respectively by deducting 8% and then 6% the Librarian I minimum for 1969/70 would have to have been only \$6725, more than \$300 less than the lowest starting salary reported by Qureshi (see Table II).

More recent beginning salary data is available from the Faculty of Library Science, University of Toronto. An annual survey of the beginning salaries of graduating Librarians is compiled by Mary Shepherd, Assistant to the Dean. The survey for 1973 graduates shows that the average starting salary for graduates of the 1972/73 year was \$9,200, ie. \$1,100 higher than the C.A.A.T. Librarian I minimum for that period.

COMPARISON OF LIBRARIAN AND TEACHER SALARIES

Also of interest in Qureshi's survey is the fact that nationally eighty (80) percent of the respondents reported Librarians' salaries equal to or higher than those of teaching faculty with equivalent background. For Ontario this too was the case. Now, however, the beginning salary for the CAAT Librarian (B.A.) plus M.L.S.) is only \$8,100, well below that of even the Assistant Master. Although the decline in the relative salary of the beginning Librarian vis-a-vis the equivalently qualified Teacher is of great concern, of even more significance is the low ceiling imposed on the practicing Librarian. The present salary maxima for the two classifications of Librarians are \$11,200 and \$12,900, the higher figure requiring the supervision of a subordinate Librarian, according to the present classification definition. In comparison with other categories in the Academic division these maxima are the lowest of all groups except for the Instructor/Counsellor I (see Table V).

Table V Salary Maxima of Some Academic Categories

<i>Category</i>	<i>Maximum</i>	<i>Comments</i>
<i>Librarian I</i>	<i>\$11,200</i>	<i>Maximum for non-supervisory Librarian</i>
<i>Librarian II</i>	<i>\$12,900</i>	<i>Absolute maximum for Librarians</i>
<i>Instructor/Counsellor I</i>	<i>\$11,000</i>	<i>Possibility of reclassification to to higher grades on the basis of experience and educational up-grading.</i>
<i>Affiliate/Counsellor II</i>	<i>\$13,100</i>	

The Librarians feel very strongly that their background,¹⁴ expertise and role in the educational process of the C.A.A.T.s deserves better recognition and remuneration than the present situation wherein the highest the Librarian can attain is less than that attainable by the Affiliate Master, the minimum requirements of which are:

- A) Have proven ability and experience such as to enable the incumbent to teach as required in a specific technical or commercial field:
- or
- B) A teacher of adult academic upgrading (with grade 12 or equivalent) with three years teaching experience in this field.

The discrimination between the Librarian who practices in the College Library and the equivalently qualified Librarian who teaches in a Library Arts program is also very disturbing. An incomplete survey of Librarians teaching in Library Arts

programs showed salaries ranging from \$10,300 (new appointment) to the \$16,000 - \$16,900 range (course co-ordinator) with an average salary (based on the 40% of the Library Arts Teachers who responded) of about \$13,000. The salaries of these individuals have been determined by the same procedures that are used for all Teachers in the Academic Division and thus reflect the value that is placed on professional library training and its prerequisites.

This double standard between practitioner and teacher is of great concern to all Librarians and if not quickly rectified by the granting of better conditions to practicing Librarians will result in a demoralization and dissatisfaction among the professional Librarians. This double standard would also present problems in the eventuality of any Library Arts programs being phased out and attempts to place the teachers in Library positions to prevent lay-offs. Since many of the Library Arts teachers receive salaries much above those now granted to practicing Librarians at the respective colleges, the placement of these faculty in the Library would cause innumerable problems.

A situation somewhat similar to this but of much more severe and immediate concern exists with regard to the Librarians in many of the Schools of Nursing that are being absorbed by the C.A.A.T.s. In many of these Schools the Librarians were not differentiated from the Teachers and received the same status and salary ranges as the Nursing Teachers. Many of these individuals, although lacking professional library training, enjoyed salaries and salary ranges much above those granted to equivalently or more highly qualified Library staff already in the C.A.A.T.s. Since the assimilation of the Nursing Schools into the C.A.A.T.s has been administered on a local basis, great discrepancies and many inequities and injustices have occurred in the reclassification of Nursing School Librarians on entry to the C.A.A.T. system. These inequities fall into two basic categories:

- a) In some Colleges the Nursing School Librarians have been classified as Teachers and thus not been discriminated against in comparison to their Nursing School colleagues. This however has created a serious situation in the Library structure where their Library colleagues in the College Library, who are as well or better qualified receive the stringent conditions of the C.A.A.T. Librarian classification.

- b) In those Schools of Nursing where the C.A.A.T. Librarian classification has been applied to the Nursing School Librarians they have had severe limitations put on their salary potential and in a number of cases have been denied substantial increases granted to their Teaching colleagues in the Nursing School. These inequities and injustices have caused bitterness on the part of many of the individuals involved.

ONTARIO PUBLIC SERVICE (O.P.S.) LIBRARIANS - CLASSIFICATIONS & SALARIES

Comparison of salaries of Librarians in the C.A.A.T.s and those employed directly by the Government through the O.P.S. can be attempted but it must be kept in mind that the O.P.S. structure, particularly at the top end of the ranges, has itself been subject of criticism by the Ontario Commission on the Legislature.¹⁵

Although comparisons of salary and job description may have some meaning at the lower end of the scale*(ie. beginning Librarian positions) where both the position and the required background show similarity much caution must be employed in any attempted comparisons at higher levels. The reason for this difference is the greater size and complexity of the larger C.A.A.T. Library systems. Most of the O.P.S. libraries are relatively small operations concerned with a specialized area of knowledge and dealing with a limited number of users. The college libraries however, have larger staffs, greater collections, much greater rate of growth, larger physical area and deal with a large and varied clientel over the complete spectrum of knowledge; in fact many of the branches and/or departments of the larger C.A.A.T. libraries are larger and more complex than most O.P.S. libraries.

Comparison of C.A.A.T. and O.P.S. Librarian classification shows the C.A.A.T. Librarian I (L-I) encompassing the range of duties and responsibilities in the O.P.S. Librarian 1, 2 & 3 ranges. The duties and responsibilities of the C.A.A.T. Librarian II (L-II) parallel those of the O.P.S. Librarian 4 and much of the O.P.S. Librarian 5. The greater size and complexity of the C.A.A.T. Libraries is also reflected in the salaries of the Administrative (Chief) Librarians. In those colleges with Libray Systems large and complex enough to warrant supervisory Librarian II position(s), (eg. Algonquin, Humber, etc.) the Chief Librarian's salary range is significantly higher than that of the highest O.P.S. range.

As mentioned above, the O.P.S. has 5 ranges of Librarians compared to 3 (two in C.S.A.O. Academic Unit, one Administrative) in the C.A.A.T.s. The O.P.S. ranges

...12

* NOTE: In the O.P.S. the Librarian 2 is the lowest classification generally employed for accredited professional Librarians. There are only 3 individuals in the Librarian 1 category and they are believed to be so classified because they lack the formal professional and educational qualifications of professional Librarians. Thus while the O.P.S. classification system de-emphasizes the Librarian 1 category (comprising only 7% of the C.S.A.O. O.P.S. Librarians), the C.A.A.T. classification structure makes the Librarian I the main classification group. It is also worthy of note that the O.P.S. Librarians are themselves unhappy with their own salary/classification structure, many of the Librarians being at maximum and attempting re-classification to higher grades.

all show considerable overlap, the maximum of one range being near the mid-point of the next higher range, and the differential between maxima of successive ranges being from \$1,100 to \$2,000. In the C.A.A.T.s however, the salary range for Administrative Librarians (in the colleges large enough to require Librarian II positions that involve supervision of other professional Librarians) shows no such relationships to the other two ranges. The maximum for the Librarian II is below the minimum for the Administrative Librarian; the maximum for the Administrative Librarian exceeds the Librarian II maximum by \$10,000 - \$15,000. This unnatural gap between the Librarian II and the Administrative Librarian (the next higher level) stifles career development and natural advancement within the C.A.A.T. Library system.

Thus while the O.P.S. ranges could provide a comparison at the junior end of the scale, comparisons at the senior end are fraught with difficulties stemming from the fundamental differences in purpose, size, structure and clientele of the two systems. The initial starting point, the Librarian I base salary in the O.P.S. system corresponds very closely to the initial base salary for C.A.A.T. Librarian I and is approximately equal to the Counsellor IV / Associate Master base salary.

Base Salaries, 1972-1973

O.P.S. Librarian I *	Counsellor IV / Associate Master.	C.A.A.T. Librarian I
\$9,156	\$9,200	\$8,100

CONCLUDING COMMENTS

Unless more equitable conditions are achieved and C.A.A.T. Academic Librarians need no longer feel like second-class citizens in relation to the rest of the Academic Unit (including equivalently qualified Library Techniques Teachers), to Ontario Secondary School Librarians, to Librarians in other colleges where faculty equivalence is established, and to Librarians in many Public Library systems, the C.A.A.T.s stand to suffer a serious decline in the quality of their Librarians and Library Service. The current status will of course always attract a certain number of new graduates, albeit the better ones may well be lured away by colleges in other parts of the country (ie. Mount Royal College, etc.) or to Public Library systems (whose initial salaries range from \$1,200 to \$1,700 above that of the C.A.A.T.s - Table II). However, if the low ceilings that now exist continue, the Librarian in the C.A.A.T. will soon lose hope for future advancement and move on to more rewarding areas.

...13

* NOTE: The basic working level classification for junior professional Librarians working under the supervision of a more senior Librarian is the Librarian 2 level with starting salary (1972-1973) \$10,050. (See Note page 11).

This potential increased turnover of experienced Librarians coupled with a non-competitive entry level will lead to rapid decay in the quality of Library service to faculty, students, and to the community in general. In a time when individualized instruction, self-motivated learning and research on behalf of the student and increased interaction of the college's resources with the community at large is the developing educational direction, Library-Resource Centres and their professional personnel must be strengthened, not weakened. These are times when students and faculty require and demand highly competent Library staff. These needs and demands will not be met unless the colleges realize that they only get what they pay for! If the Librarians' position is ignored in this contract settlement, much irreparable damage will be done by the time of the next contract re-negotiation.

DEMANDS

1. a) All discrimination between Librarians and Teachers and Counsellors should be eliminated. Only in the area of the work day/week could there be any particular mention of a distinction among the three groups. If, however, a suitable formula for equating time spent in classroom teaching, individual instruction, and material preparation and organization can be devised, this distinction in total hours per week can also be eliminated.
- b) All other working conditions (ie. vacation, length of contract, etc.) and fringe benefits should apply equally to all Academic staff: likewise, compensation for extra duty should apply equally to all Academic staff.
2. a) THE LIBRARIANS' SALARY RANGES BE ADJUSTED (effective Sept. 1, 1973) TO EQUAL THAT OF THE COUNSELLOR IV / ASSOCIATE MASTER.
- b) THE LIBRARIAN I RANGE BE THE LOWER TWO-THIRDS (2/3) OF THIS NEW OVERALL RANGE.
- c) THE LIBRARIAN II RANGE BE THE UPPER TWO-THIRDS (2/3) OF THIS NEW OVERALL RANGE.
- d) THIS ADJUSTMENT BE IMPLEMENTED BY INCREASING THE BASE SALARY OF EACH LIBRARIAN BY AN AMOUNT EQUAL TO THE INCREASE IN THE MINIMUM SALARY OF HER/HIS CLASSIFICATION, AND APPLYING TO THIS NEW BASE THE PERCENTAGE INCREASES DETERMINED BY THE BOARD FOR THE ACADEMIC UNIT FOR THE 1973-1974 AND 1974-1975 CONTRACT YEARS.

Rationale for:

- b) This adjustment brings the C.A.A.T. Librarian minimum salary into the same range as that in other Ontario Library systems: the Ontario Public Service, Ontario Public Library systems, and Ontario secondary schools, as well as reflecting more closely the Librarian's role in the Colleges.
- c) This adjustment brings the maximum for senior C.A.A.T. Academic Librarians, who in large operations are responsible for large branches or departments supervising both technicians and subordinate professional Librarians, into the same range as equivalent Librarians in other Ontario library systems. In these positions (eg. Assistant Chief Librarian, Campus Librarian, etc.) senior C.A.A.T. Academic Librarians have responsibilities equal in scope to those of Chief Librarians at smaller colleges or larger provincial government Libraries (whose salary ranges are in the \$15,000 - \$20,000 range).
3. a) The minimum Librarian I salary should be applied only to newly graduated Librarians who have no library experience. However, the converse should not necessarily apply. Newly graduated Librarians whose background and/or experience so indicate, should be eligible for salary levels above that of the Librarian I minimum.
- b) Appointees who have experience as a professional Librarian should not be appointed at the minimum level. When determining the starting salary for an experienced Librarian, a minimum of \$400.00 per year of experience should be calculated for addition to the minimum salary.

DEMANDS (CON'T)

4. All C.S.A.O. C.A.A.T. Academic Library personnel who did not receive any or all increases (merit, annual, or the full 8% and 5½% negotiated increases) during the 1971-1973 contract period, should receive special increments to bring their salaries up to the level they would have attained had these increases not been denied.
5. No merit, annual, or negotiated increase should be denied any Academic Library personnel on the grounds of their existing salary vis-a-vis the existing salary classification package.

ADDENDA

C.A.A.T. LIBRARY TECHNICIANS

Because of the close working relationship between the Librarian and the Library Technician, Library Technicians' salary ranges were also examined in the preparation of this brief. Some of the pertinent findings are given below.

Salary ranges of Library Technicians [members of the C.S.A.O. C.A.A.T. Support Staff Unit] have not been subjected to the enforced stagnation imposed on those of the Librarians. Since 1969 the Library Technician's salaries and salary ranges have increased almost 30%, the maximum for the Library Technician 3 rising from \$6870 to \$8990. In this rise it has risen from well below the lowest beginning Librarian's salary reported in 1969 (Table III) to almost \$900 above the present Librarian I starting level. This is detailed in Table VI below.

Table VI Comparison of Salary of Library Technician 3 (Maximum) and Beginning Librarian

<u>Classification</u>	<u>Salary</u>			
	1969/70	1972/73	net increase	%increase
	\$	\$	\$	%
Library Technician 3 (Maximum)	6870	8477	1607	23.3
Beginning Librarian	8094	8100	6	0.07

In the period from April 1970 to March 1973 the Library Technicians' salary ranges showed an average increase of 23%. In the same period, although individual Librarians received increases totalling 20.8%, the increase in the Librarian I salary minimum was only \$6 or 0.07%.

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Standards for Faculty Status for College and University Librarians. 1971. (attached)
4. Canadian Association of College and University Libraries.
Principles of Academic Status in Canadian University Libraries. 1969. (attached)
5. a) Ontario Secondary School Teachers' Federation.
Secondary School Certification. O.S.S.T.F., 1970. (attached)
b) *Salary Settlement for School Years 1971/72 and 1972/73 for Secondary School Teachers in Metropolitan Toronto.* (attached)
6. Memorandum to His Honour Judge J.C. Anderson, Harold J. Clawson, Esq., and Professor Charles Hanly. May 1972. (attached)
7. *Classification Description of Librarian I and Librarian II* (attached)
8. C.S.A.O. C.A.A.T. Academic Memorandum of Understanding. 1972..
9. C.S.A.O. Social Services (Soc.-2) Salary Scale. 1973 (attached)
10. C.U.P.E. North York Public Libraries Salary Scale. 1973 (attached)
11. Scarborough Public Libraries Salary Scale. 1973 (attached)
12. Mount Royal Junior College, Calgary, Alberta. Salary scale. 1973. (attached)
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Academic and Professional Qualifications of Librarians and Academic Staff. (attached)
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Part 11)

SUPPORTING DOCUMENTATION

DOCUMENTATION

Item	Section
Canadian Association of College and University Libraries. <i>Standards Recommended for Canadian Community College Libraries.</i> 1972.	A
Association of College and Research Libraries. <i>Standards for Faculty Status for College and University Librarians.</i> 1971.	B
Canadian Association of College and University Libraries. <i>Principles of Academic Status in Canadian University Libraries.</i> 1969.	C
Memorandum to His Honour Judge J.C. Anderson, Harold J. Clawson, and Professor Charles Hanly. May 1972.	D
Classification Description of Librarian I and Librarian II	E
C.S.A.O. Social Services (Soc. -2) Salary Scale 1973.	F
C.U.P.E. North York Public Libraries Salary Schedule	G
Scarborough Public Libraries Salary Schedule	H
Mount Royal Junior College, Calgary, Alberta. Salary Scale.	J
Faculty Status Documentation from Other Colleges outside of Ontario	
Qureshi, J. M. <i>Academic Status, Salaries and Fringe Benefits in Community College Libraries of Canada.</i> Canadian Library Journal, Jan-Feb. 1971, pages 41-45.	K
Table VII <i>Academic and Professional Qualifications of Librarians and Academic Staff.</i>	L
Ontario Secondary School Teacher's Federation. (a) <i>Secondary School Certification.</i> (b) <i>Salary settlement for the School Years 1971/72 and 1972/73 for Secondary School Teachers in Metropolitan Toronto.</i>	M
Jones, David L. (comp.) <i>CAAT Academic Librarian: the history and development of their position within the C.S.A.O. Academic Unit</i> January 1973.	N
C.A.A.T Librarians' Parity Campaign.	P
Arbitration Rebuttals and Awards	Q

STANDARDS RECOMMENDED
FOR
CANADIAN COMMUNITY COLLEGE LIBRARIES

This document, prepared by members of the Canadian Community College Library Committee for the Canadian Association of College and University Libraries, has been approved by the Association: June 12th, 1972.

Committee Members

A. Boudrias
R. Carter
R. Harris (Chairman)
J. North
V. Richards

Vancouver, B.C.
April 25, 1972
Revised June 10, 1972

C O N T E N T S

INTRODUCTION	Page
	4
QUALITATIVE STANDARDS	
Administration and Organization	5
Budget	10
Building	9
Collections	7
Services	11
Staff	6
QUANTITATIVE STANDARDS	13
Budget	14
Collections	14
Seating	13
Staff	13
APPENDIX	15

TYPES OF COMMUNITY COLLEGES IN CANADA

1. Agricultural Colleges
2. CEGEP'S in Quebec
3. Colleges of Applied Arts and Technology in Ontario
4. Colleges with religious affiliations offering the first one or two years of university
5. Community Colleges
6. Institutes of Technology
7. Junior Colleges
8. Regional Colleges

INTRODUCTION

The Executive of the Canadian Association of College and University Libraries recognizing the emergence of community colleges in Canada during the 1960's, became concerned about the orderly development of libraries in these new educational institutions. In November, 1970 the CACUL Executive struck a committee to examine existing standards and to recommend to the association's membership, standards appropriate to Canadian community colleges.

Committee members, representatives of all regions of Canada investigated during 1971, existing United Kingdom, United States of America, and Canadian library standards. The research revealed that the composition of programmes offered at Canadian community colleges differed substantially from those offered in colleges in the United Kingdom and in the junior colleges of the United States. It followed that library standards written for the United Kingdom and the United States could not be translated directly to Canadian community college libraries.

Nevertheless, the standards set forth in this document contain many thoughts from previously written documents. These thoughts have been modified and updated in the light of Canadian library experience. The more important publications which influenced the thinking of the committee are listed at the conclusion of the text. These standards are based primarily on the cumulated experience and knowledge of community college librarians in Canada, all of whom have been consulted throughout the preparation of this document.

The role of the library and its staff within the college is brought out in detail in the section on qualitative standards. The section on quantitative standards presents the recommended minimums necessary to permit a library to fulfill its role in a college's educational efforts. A goal of community colleges is to provide its community with special knowledge and skills and to enable that community to acquire a heuristic competence. It is in the latter endeavour that the role of the library is of primary importance. With the guidance of the instructor and the librarian and with an adequately stocked and staffed library the college community can gain that competence.

QUALITATIVE STANDARDS

Administration and Organization

The final responsibility for the library belongs with the college's chief administrator and the college's governing board or council; and the policies established by them. The library is identified with the instructional processes of the college and as such should be within the area of responsibility of the chief academic/instructional authority of the college. The professional library staff should be fully aware of the educational policies and teaching programmes of the college in order that they may guide the library's development successfully. This state of awareness can be achieved only if the professional librarians are active members on all relevant academic curriculum and planning committees.

In multi-campus facilities library administration should be centralized, although it is necessary to provide adequate collections staff, facilities and services at each campus.

There should be a library committee, or committee structure, representing all users of the library. Such a committee should be concerned with liaison between the library and its users, and with policy related to the community served by the college. The professional library staff should be actively involved in this committee and in the committee structure of the college.

Library administration should be based on library staff participation in policy, procedural, and personnel decisions. It is essential that the library report to and communicate with its users through the regular collecting and disseminating of information. This will include statistics, annual reports, and news of events through the various media and services available.

Staff

The library staff should meet minimum qualifications as follows:

Librarians

Librarians should be graduates of library schools accredited by the Canadian Library Association: or graduates of an accredited university with associate standing in the British Library Association: or have the equivalence in education and training as judged either by the Canadian Library Association or by a provincial certifying authority. Because librarians contribute to the educational process by helping faculty to teach students, by helping students to teach themselves and by teaching students directly, they should be appointed on the same basis as the college teaching staff.

The chief librarian should have demonstrated administrative abilities in addition to the minimum academic qualifications.

Professional Specialists

Specialists in related fields, e.g. audio visual, computer science, may be included on the library staff.

Library Assistants

Library assistants, graduates of a college technical programme, or those having extensive related work experience should be appointed at a level which will reflect their training and experience. Career opportunities for library support staff should be recognized in the development of a distinct classification and salary pattern.

Each staff grouping: librarian, professional specialist, library assistant, clerk, should be assigned tasks appropriate to their education and training. Library technical and clerical staff should be responsible to a professional staff member. Continued professional development is both a responsibility and an obligation of professional staff. Included in professional development should be participation in college affairs and in professional associations.

Descriptive guidelines for staff positions can be found in the publication Position Classification and Principles of Academic Status in Canadian University Libraries, Ottawa, Canadian Association of College and University Libraries.

Students may be employed to supplement the technical and clerical staff but should not be considered as substitutes for an adequate full time staff. Students in library training programmes may be given work experience in the library as an aid to their training.

Collections

The college librarians should be in a position to formulate a general statement of selection policy. This statement should be reviewed frequently, amended in the light of new developments, and approved by the college's governing board.

The collections may consist of any material, regardless of physical form, which will support the learning process. Such material may include: books, periodicals, pamphlets, maps, microforms, films, filmstrips, phonotapes/records, videotapes, and relia, pertinent to the teaching programmes. These materials should be carefully selected, systematically organized and attractively displayed to make access to them as simple as possible. Emphasis in materials selection should be to meet the educational requirements of the community served by the

Collections (Cont'd.)

college. The needs of bilingual and multi-lingual communities should be reflected in the collections. Included also should be materials selected to encourage informal learning through intellectual stimulation and cultural enrichment. Selection and maintenance of the college archival materials may also be included as part of the library's function. The library staff, faculty members and students should continually evaluate and upgrade the library's collections.

The reference stock should be as comprehensive and current as possible, to allow the college community to discover what information and materials exist. A well-chosen reference stock acts as an initial source of information, as well as a selection guide for collecting relevant materials.

The fact that duplicate laboratory and office copies of materials exist in a college should be recognized and the library need not attempt to control these materials.

Because departmental collections of materials inhibit ready access to them they should be prohibited. The longer hours of a central library service and the capability of the librarian to organize media according to standard schemes which make them accessible to a broader clientele outweigh the advantages of departmental collections.

Reserve book collections should not be considered as a substitute for an adequate number of copies in the main collections.

The selecting, purchasing, housing, indexing and disseminating of audio-visual materials should be administered by the library. Equipment essential to the use of audio-visual material in the library should also be administered by the library. Depending on local circumstances the provision of other audio-visual services to the college community,

Collections (Cont'd.)

such as the maintenance and distribution of audio-visual equipment and the production of audio-visual materials may be administered by the library. If audio-visual services are provided by a separate department or agency within the college it is essential that an adequate liaison exist between it and the library.

Building

Because college philosophies differ, library space should be planned and designed to meet the requirements of the individual college. Experience has demonstrated that close co-operation in planning libraries between the college administration, library staff and architects is essential. The preparation of a building programme should be the responsibility of the chief librarian and the library staff. The design of the building space should be the joint responsibility of the college administration, the librarian and the architect. The individuals involved should review the abundance of general and specific guides that exist; make evaluative visits to successful comparable facilities; and, make use of the expertise of the college community and others experienced in library planning.

The library should be conveniently accessible in a central location. There should be adequate space which allows for flexibility and variety for the utilization of materials by users with a multiplicity of needs. These spaces should be designed to encompass such activities as discussion, listening, viewing, typing and group/individual study. The planning and utilization of library space should be accomplished with

Building (Cont'd.)

the convenience of the user as a paramount objective.

To accomplish this a variety of seating should be available according to the needs of the college community: individual study carrels, group study spaces, informal seating, and seminar rooms.

Adequate space should be provided for staff working areas, with consideration of proximity to the equipment and materials essential for each special category of work.

Budget

A successful community college library service depends upon adequate financial support for materials, staff and equipment.

Different kinds of financial support are needed for college libraries in different situations: initial budgets for a new college library; special budgets for new courses; multi-campus operations; and continuing budgets for maintenance. The total library budget should be sufficient on a continuing basis to provide for the optimum satisfaction of the library's users. This satisfaction may be gauged through an advisory committee, by questionnaires, or by special evaluations.

The library's annual budget should include: books/audio-visual materials, promotional material, salaries and wages, fringe benefits, travel, conference expenses, office expenses, etc. It should exclude buildings, insurance, janitorial or other building services.

The library's annual budget should be the responsibility of the chief librarian who throughout the fiscal year will evaluate this budget and take the initiative to make reallocations as needs dictate. All operating expenditures should

Budget (Cont'd.)

be initiated within the library with payment made only on requisitions or invoices verified by library staff. The financial records of business transactions should be maintained by, or be accessible to, the library staff.

Public Services

Hours of service should meet all reasonable demands of the library's public. Full library services should be available all the hours the library is open. Some modification of this may be necessary for multi-campus colleges.

Circulation services should provide an easily understood and consistent set of rules. The circulation records kept should enable students to receive information about availability of materials so that assignment deadlines may be met. Other temporary locations of materials should be clearly indicated in records accessible to the students.

The staff of the library should provide both formal and informal instruction in the use of the library. This can be accomplished by orientation programmes, library handbooks, special bibliographies, information releases, inter-library co-operation and a variety of other methods.

The community college library should co-operate with all libraries and agencies in the community to prevent unnecessary duplication of little-used materials and services. Reliance on other libraries for services, which should be provided the college library, is to be avoided except where a formal agreement exists. All college libraries should participate with other libraries through the international library lending code.

Technical Processing Services

For reasons of speed and economy and to better serve library users it should be the librarian's responsibility to select the vendors for the acquisition of library materials.

Whenever practical college libraries should make use of a central agency for the acquisition, cataloguing, classifying and processing of library materials. Such an agency may be a co-operative, a commercial supplier, a governmental or like agency. In the first and last case the college librarians should be represented on the board of directors for the agency, with the overall operation of the agency as the responsibility of the board.

Standards for the cataloguing and classification of library materials should meet the needs of its users and should conform to the accepted professional standards of the Anglo-American Code. Subject cataloguing should conform with established terminology afforded in the Library of Congress List of Subject Headings, the Canadian Library Association Canadian Subject Headings, and the National Library of Medicine subject headings where appropriate. The Library of Congress Classification scheme is recommended for all library materials.

Catalogues should be designed for library users. The card catalogue is normative at the present time, however, alternative forms should be explored for general and specialized use.

Collections

Colleges with special needs such as: heavy reading programs, independent and directed study, academic "honours" programmes, multiple campuses, etc., will require larger library collections than the minima set out below. To provide a basic collection for colleges with an enrollment of up to 1,000 students in full time equivalents (F.T.E.), there should be a minimum of 40,000 bibliographic units, a bibliographic unit consists of any print or non-print item, or group of items, requiring a separate and distinct catalogue entry. The basic collection should include at least 600 current periodical titles.

In colleges with enrollments greater than 1,000 students (F.T.E.) there should be an additional 5,000 bibliographic units for each additional 200 students (F.T.E.).

The expression of student enrollments in F.T.E. is according to the formula accepted by the administration in each college.

Seating

There should be independent study seating for 30% of the student enrollment (F.T.E.). Although the seating requirements will vary from college to college, the "in-library" seating should not fall below 20% of the student enrollment (F.T.E.).

Staff

The staff required depends upon several important factors: the size of the college, the number and type of programmes

Staff (Cont'd.)

taught, services offered to the college and community, the number of branch libraries maintained, the availability of centralized processing (buying, cataloguing, etc.) formal agreement with other institutions for library services, hours of opening, etc.

While staff figures may be adjusted according to the criteria listed above, the following recommended minimums should be met: four professional librarians for colleges with up to 1,000 students (F.T.E.) and one additional professional librarian for each additional 300-500 students (F.T.E.). There should be three library support staff for every professional librarian.

Budget

The library budget should be sufficiently high during the establishment years of the college to enable the library to meet the minimum standards as quickly as possible. This amount should exceed the recommended percentage for continued operation.

The annual budget for library services should be 8% of the college's annual educational and general budget. As previously mentioned, if centralized acquisition and cataloguing and other services are used and the costs are not charged directly to the college budget this 8% figure should be adjusted accordingly.

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College & Research Libraries *NEWS*

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Membership Endorses Joint Statement on Faculty Status

The members of the Association of College and Research Libraries, meeting on June 26 during the Annual Conference in Chicago, voted their overwhelming endorsement of the "Joint Statement on Faculty Status of College and University Librarians" drafted by a committee of the Association of American Colleges, the American Association of University Professors, and ACRL. The statement is the result of nearly a year's effort on the part of the tripartite committee, established in Dallas, Texas during the 1971 conference. After rigorous and painstaking reviews of the document at a special meeting in March, and again during the Annual Conference, the ACRL Committee on Academic Status submitted the following recommendation to the membership:

That the ACRL Standards for Faculty Status for College and University Librarians, as passed at the ACRL Membership Meeting of June 24, 1971, in Dallas, Texas, be reaffirmed and that the April 26, 1972 Joint Statement on Faculty Status of College and University Librarians of the Association of College and Research Libraries, the Association of American Colleges and the American Association of University Professors be endorsed as an effective implementation of many of these standards.

The joint statement will now be presented to the AAC and the AAUP for their consideration. ■■

Joint Statement on Faculty Status of College and University Librarians

As the primary means through which students and faculty gain access to the storehouse of organized knowledge, the college and university library performs a unique and indispensable function in the educational process. This function will grow in importance as students assume greater responsibility for their own intellectual and social development. In-

deed all members of the academic community are likely to become increasingly dependent on skilled professional guidance in the acquisition and use of library resources as the forms and numbers of these resources multiply, scholarly materials appear in more languages, bibliographical systems become more complicated, and library technology grows increasingly so-

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the institution, and adequate opportunities for professional development and appropriate reward.

Faculty status entails for librarians the same rights and responsibilities as for other members of the faculty. They should have corresponding entitlement to rank, promotion, tenure, compensation, leaves, and research funds. They must go through the same process of evaluation and meet the same standards as other faculty members.¹

On some campuses, adequate procedures for extending faculty status to librarians have already been worked out. These procedures vary from campus to campus because of institutional differences. It is the development of such procedures, it is essential that the general faculty or its delegated agent determine the specific steps by which any professional position is to be accorded faculty rank and status. In any case, academic positions which are to be accorded faculty rank and status should be approved by the senate or the faculty at large before submission to the president and to the governing board for approval.

With respect to library governance, it is to be presumed that the governing board, the administrative officers, the library faculty, and representatives of the general faculty, will share in the determination of library policies that affect the general interests of the institution and its educational program. In matters of internal governance, the library will operate like other academic units with respect to decisions relating to appointments, promotions, tenure, and conditions of service.²

¹Cf. 1940 *Statement of Principles on Academic Freedom and Tenure*; 1958 *Statement on Procedural Standards in Faculty Dismissal Proceedings*; 1972 *Statement on Leaves of Absence*.

²Cf. 1968 *Statement on Government of Colleges and Universities*, formulated by the American Council on Education, American Association of University Professors, and Association of Governing Boards of Universities and Colleges.

Standards for Faculty Status for College and University Librarians

the world's languages, with the bibliographical apparatus of many fields and subfields becoming increasingly difficult to use, with the growing sophistication of library and information technology, and with the development of academic libraries into large and complex organizations, the work of the academic librarian has become highly specialized and demanding.

plificated. The librarian who provides such guidance plays a major role in the learning process.

The character and quality of an institution of higher learning are shaped in large measure by the nature of its library holdings and the ease and imagination with which those resources are made accessible to members of the academic community. Consequently, all members of the faculty should take an active interest in the operation and development of the library. Because the scope and character of library resources should be taken into account in such important academic decisions as curriculum planning and faculty appointments, librarians should have a voice in the development of the institution's educational policy.

Librarians perform a teaching and research role inasmuch as they instruct students formally and informally and advise and assist faculty in their scholarly pursuits. Librarians are also themselves involved in the research function; many conduct research in their own professional interests and in the discharge of their duties.

Where the role of college and university librarians, as described in the preceding paragraph, requires them to function essentially as part of the faculty, this functional identity should be recognized by granting of faculty status. Neither administrative responsibilities nor professional degrees, titles, or skills, per se, qualify members of the academic community for faculty status. The function of the librarian as participant in the processes of teaching and research is the essential criterion of faculty status.

College and university librarians share the professional concerns of faculty members. Academic freedom, for example, is indispensable to librarians, because they are trustees of knowledge with the responsibility of insuring the availability of information and ideas, no matter how controversial, so that teachers may freely teach and students may freely learn. Moreover, as members of the academic community, librarians should have latitude in the exercise of their professional judgment within the library, a share in shaping policy within

Adopted by the Membership of the Association of College and Research Libraries, Dallas, Texas, June 26, 1971.

With publication increasing at an exponential rate, with the variety of forms of publication proliferating rapidly, with significant scholarly and information material appearing in all

The academic librarian makes a unique and important contribution to American higher education. He bears central responsibility for developing college and university library collections, for extending bibliographical control over these collections, for instructing students (both formally in the classroom and informally in the library), and advising faculty and scholars in the use of these collections. He provides a variety of information services to the college or university community, ranging from answers to specific questions to the compilation of extensive bibliographies. He provides library and information services to the community at large, including federal, state, and local government agencies, business firms and other organizations, and private citizens. Through his own research into the information process and through bibliographical and other studies, he adds to the sum of knowledge in the field of library practice and information, science. Through membership and participation in library and scholarly organizations, he works to improve the practice of academic librarianship, bibliography, and information service.

Without the librarian, the quality of teaching, research, and public service in our colleges and universities would deteriorate seriously and programs in many disciplines could no longer be performed. His contribution is intellectual in nature and is the product of considerable formal education, including professional training at the graduate level. Therefore, college and university librarians must be recognized as equal partners in the academic enterprise, and they must be extended the rights and privileges which are not only commensurate with their contributions, but necessary if they are to carry out their responsibilities.

The Committee on Academic Status of the Association of College and Research Libraries strongly endorses the formal recognition of the college or university librarian's academic status by all institutions of higher education and their governing bodies. It urges that the Association of College and Research Libraries and the American Library Association adopt as standards the following rights and privileges for all academic librarians:

1. *Professional responsibilities and self-determination.* Each librarian should be assigned general responsibilities within his particular area of competence. He should have maximum possible latitude in fulfilling these responsibilities. However, the degree to which he has fulfilled them should be regularly and rigorously reviewed. A necessary element of this review must be appraisal by a committee of peers who have access to all available evidence.

universities and their libraries, all library schools, all library organizations, all higher education organizations, and all agencies which accredit academic institutions.

3. Investigate all violations of these standards which are reported by members of the Association of College and Research Libraries. Such investigations will be coordinated and supervised by the Committee on Academic Status of the Association of College and Research Libraries.
4. Invoke the following sanctions against institutions of higher education which are found, after such investigation, to be in violation of any or all of these standards:
 - a. Publicize the violation and the institution concerned in *CHL News* and other appropriate publications.

Library organizations, college and university librarians should play an academic role in the form of governance. Librarians should have a role and authority similar to that of the faculties of a college, or the faculty of a school or a department.

3. *College and university governance.* Librarians should be eligible for membership in the academic senate, or equivalent body at their college or university on the same basis as other faculty.

4. *Compensation.* The salary scale for librarians should be the same as that for other academic categories with equivalent education and experience. Librarians should normally be appointed for the academic year. If a librarian is expected to work through the summer session, his salary scale should be adjusted similarly to the summer session scale of other faculty at his college or university.

5. *Tenure.* Librarians should be covered by tenure provisions the same as those of other faculty. In the pretenure period, librarians should be covered by written contracts or agreements the same as those of other faculty.

6. *Promotion.* Librarians should be promoted through ranks and steps on the basis of their academic proficiency and professional effectiveness. A peer review system similar to that used by other faculty is the primary basis of judgment in the promotion process for academic librarians. The librarians' promotion ladder should have the same titles, ranks, and steps as that of other faculty.

7. *Leaves.* Sabbatical and other research leaves should be available to librarians on the same basis and with the same requirements, as they are available to other faculty.

8. *Research funds.* Librarians should have access to funding for research projects on the same basis as other faculty.

9. *Academic freedom.* Librarians in colleges and universities must have the protection of academic freedom. Library resources and the professional judgment of librarians must not be subject to censorship.

To implement these standards, the Association of College and Research Libraries and the American Library Association will:

1. Publicize these standards to all colleges and universities and their libraries, all library schools, all library organizations, all higher education organizations, and all agencies which accredit academic institutions.
2. Seek to have these standards formally adopted or endorsed by all colleges and universities.
- b. Refuse to accept advertisements in any ALA publication for positions at that institution.
- c. Discourage its members from accepting employment at that institution, through notices in its publications and other means.

A reasonable amount of time—three to five years—should be provided college and university libraries which do not currently conform to any or all of these standards, to enable them to do so. However, no such grace period should be provided to libraries which currently do conform, either wholly or in part, and which seek to deny or withdraw any such rights and privileges.

Principles of Academic Status in Canadian University Libraries

I. Definition

Academic status is defined as the possession of most, but not necessarily all, of the usual privileges of faculty members, with definite classification as academic, but without faculty rank titles.

II. Qualifications of Professional Librarians

Each new appointee should have appropriate academic qualifications. The Canadian Library Association recognizes as a qualified professional librarian any person who possesses an undergraduate degree meeting the admission requirements of an accredited library school and, in addition, either a degree in librarianship from such a school or proof of equivalent training or education in librarianship. For certain positions an advanced degree in either librarianship or some other field may also be required.

III. Obligations of Librarians

1. Librarians should accept the standards, customs and regulations governing the faculty of their own institutions when appropriate.

2. Librarians should engage in continuing education, research and publishing, university committee work, and in professional associations. While it must be recognized that librarianship, in addition to its teaching, research and scholarship activities is a service-oriented profession, and that while the present level of funding may make the 11 month year unavoidable, this period of employment carries with it a usually unsurmountable obstacle to research and productive scholarship.

3. In institutions where it would be of benefit, in the judgment of the library's professional staff, the Faculty Association should be requested to represent the library in professional salary negotiations with the University.

IV. Obligations of the Library Administration

1. To permit the involvement of a greater number of librarians, the committee system should be considered.

2. Research in theoretical or applied problems of librarianship or in a subject field should be encouraged, with study leave and sabbatical regulations similar to those for teaching staff.

3. Professional association activities should be recognized and supported, with time off and travel allowance for attendance at professional meetings.

4. The library administration has a duty to promote and seek for its professional staff, by representations to the University administration, the same privileges and benefits as obtain to teaching faculty.

V. Obligations of the University Administration

1. Librarians have the same basic right to academic freedom as do teaching faculty.

2. Librarians should be eligible for tenure on the same basis as pertains to teaching faculty at their own University.

3. As librarians are granted academic status in the University on the grounds that they are professional members of the University staff with advanced academic training, the criteria accepted in University Librarianship should be accepted in matters of promotion, appointment and tenure.

4. Appointment of librarians should be through the same mechanisms as for teaching faculty.

(As passed at the CACUL Section Business Meeting, June 10, 1969 in St. John's Newfoundland)

From: CANADIAN ASSOCIATION OF COLLEGE AND UNIVERSITY LIBRARIES. Position

Classification and Principles of Academic Status in Canadian University

Libraries (Accepted June 1969). Ottawa, Canadian Library Association, 1969

MEMORANDUM

To: His Honour Judge J.C. Anderson,
Chairman

Harold J. Clawson, Esq.,
Representative of the Official Side

Professor Charles Hanly
Representative of the Staff Side

Re: The position of Librarians
within the terms of reference
of the Memorandum of Agreement
of April 28, 1972

From: The undersigned Librarians,
members of the CSAO Academic Unit

Date: May 29, 1972

cc Mr. M. Riddell,
Associate Research Director
Civil Service Association of Ontario

Item I: Representation of Librarians

As stated in section 1.01 of the Memorandum of agreement "The Association is recognized as exclusive collective bargaining agent for all academic employees of the Colleges engaged as teachers (including teachers of Physical Education), counsellors and librarians,...". In practise, however, Librarians were not specifically represented on the Staff Side of the Board, either by a College Representative familiar with the Librarian's position, or by a representative of the CAAT's Librarians as a Special Interest Group within the Academic Bargaining Unit.

The Librarian's position is further complicated by variation in administrative structure of the individual Colleges within the CAAT's system. In a number of the Colleges, the Librarians have been classified in the administrative area, although, in many cases, their administrative functions in terms of hiring and firing and/or budgetary control, are severely limited. Since these individuals have the same duties and role as Librarians within the CSAO Academic Unit (as detailed in Item II, below), their position within the college Academic Unit is quite clouded.

...2

In support of this contention that all Librarians should be included in the Academic Unit is the recent precedent established by the Ontario Labour Relations Board with respect to its decision of March 30, 1971, between the Canadian Union of Public Employees (CUPE) and the East York Public Library¹. In this decision, the Labour Board considered that a Librarian can remain within the bargaining unit if he (or she) only recommend the hiring and firing of other personnel but does not have authority to make the actual choice. In view of this judgement, the question of excluding any CAAT's Librarian from the Academic Unit should be assessed on an individual basis in terms of the particular administrative structure within which he functions, in regard to the guide-line as laid down by the Edward B. Hay report.

1. I.P.L.O. Quarterly. 12:1, July, 1971, Page 41

...3

Item II: The Role of the Librarian

The role of the Librarian within the educational process of the CAAT, is as great as that of the instructor. The professional Library staff is directly or indirectly responsible for a great proportion of the individual and non-formal learning in the college. This is effected through both the collection of a wide variety of informational sources in a number of media and the guidance and instruction in the use of these materials: helping the student or staff member determine what he requires and helping him obtain it. Also of paramount importance to the educational philosophy of the CAAT's is the Librarians' role in instructing the efficient use of the Library by the individual student. This provides the student with the essential tools for his continued development of the knowledge and skills once he has left the formal educational environment and embarked on his career. In this era of rapid technological change, the instillation of the informational and educational skills and the acknowledgement of their necessity is invaluable in maintaining the individual's ability to grow and progress in his work situation. This can prevent his eventual obsolescence and the need to return for retraining within one or two decades, should his original formal training become dated.

...4

Thus, in the CAAT's, the Librarian performs a specialized academic instructional role in addition to his responsibility for maintaining and improving the collection of resource materials available to staff and students.

This dual role of the professional Librarian, both organizational and instructional, in both the University and Secondary School environments, has led to the incorporation of Librarians into the respective academic communities.

The situation within the University Community is presented in Appendix I (attached) "Principles of Academic Status in Canadian University Libraries" passed by the Canadian Association of College and University Libraries (CACUL), June 10, 1969.

Similarly, the situation within the Secondary School community is presented in Standards of Library Services for Canadian Schools prepared by the Canadian School Library Association and published by Ryerson Press, 1967.

It will be noted that the minimum requirements for Librarians within each of these other sectors of the Canadian educational structure are equal to the minimum qualifications required for the teaching function, plus recognized training in Librarianship.

...5

Similarly, in the CAAT system, the qualification of the Librarian, normally a 3 or 4 year Bachelor's Degree plus recognized training in Librarianship (usually in the form of a post graduate degree), place him with both the equivalent academic background to the majority of the masters (see Appendix III) and specialized training in the field of Library and Information Science.

...6

Item III: Salaries

In regard to salaries, two points should be considered.

- i) As has been expanded in the above section, The role of the Librarian within the CAAT's educational environment, the Librarian's salary schedule should reflect his equivalence in importance and expertise to the teaching masters. The creation of a double standard in the status of equivalently qualified personnel between the practising Librarian and the instructor of Library Arts as is reflected by the proposed salary schedules (Appendix I and it's Addendum of the Memorandum of Agreement, of April 28, 1972) represents a dangerous precedent.

In the development of the CAATs over the past five years, this double standard has been avoided by the granting of equivalent academic status (on the basis of individual qualification) to Librarians in most of the colleges where Librarians have been employed in both roles. In other colleges the Librarians' salary schedules have been periodically negotiated and adjusted to more accurately reflect their relationship with the masters. Thus, in a number of CAATs, there are now Librarians whose salary schedules, reflecting either negotiations within the college, or recognition of equivalence with the teaching Masters are now above those set forward in Appendix II of the Memorandum of Agreement.

...7

- ii) As has been expressed by the Board in the Memorandum of Agreement, Section III (page 10)

"The Board wishes to note that in dealing with the question of salaries in this award, it has approached its responsibility recognizing that the employees governed by the Memorandum of Understanding which will follow this award are employees of post-secondary institutions with responsibilities commensurate with this fact. Thus it is the Board's view that their salaries should be recognizably above those paid in secondary school institutions throughout the province."

With this in view it is interesting to notice the discrepancy between the suggested salary schedule for Librarians within the CAAT system and that for Librarians within the Secondary School system in Ontario with its range of from \$7,500 to \$15,000 as shown in Appendix II (attached) The Salary Settlement for 1971-1972 for Secondary School Teachers in Metropolitan Toronto.

...8

Item IV: Vacations

Also to be considered in the area of salaries is the difference in vacations between the teaching faculty and the Librarians. As set forth in sections 6.01 and 6.02 respectively (page 14) of the Memorandum of Agreement "A member of the teaching faculty...shall be granted a vacation of two months..." where as "A librarian...shall be granted a vacation of four weeks...". Although it is recognized that at present it would be unrealistic to suggest a two month vacation for Librarians since efficient Library operation in the College requires a continuity of service which could not be maintained on a ten month schedule, Librarians with an eleven month contract should receive monetary compensation for the extra month. Compensation of such type which has been specified in the case of teaching faculty who shall "receive a bonus of ten percent of the employees annual salary for the additional month of teaching assignment..." should similarly be applied to Librarians on an eleven month contract.

Principles of Academic Status in Canadian University Libraries

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2. Librarians should engage in continuing education, research and publishing, university committee work, and in professional associations. While it must be recognized that librarianship, in addition to its teaching, research and scholarship activities is a service-oriented profession, and that while the present level of funding may make the 11 month year unavoidable, this period of employment carries with it a usually unsurmountable obstacle to research and productive scholarship.

3. In institutions where it would be of benefit, in the judgment of the library's professional staff, the Faculty Association should be requested to represent the library in professional salary negotiations with the University.

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3. Professional association activities should be recognized and supported, with time off and travel allowance for attendance at professional meetings.

4. The library administration has a duty to promote and seek for its professional staff, by representations to the University administration, the same privileges and benefits as obtain to teaching faculty.

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1. Librarians have the same basic right to academic freedom as do teaching faculty.

2. Librarians should be eligible for tenure on the same basis as pertains to teaching faculty at their own University.

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4. Appointment of librarians should be through the same mechanisms as for teaching faculty.

(As passed at the CACUL Section Business Meeting, June 10, 1969 in St. John's Newfoundland)

From: CANADIAN ASSOCIATION OF COLLEGE AND UNIVERSITY LIBRARIES. Position

Classification and Principles of Academic Status in Canadian University

Libraries (Accepted June 1969). Ottawa, Canadian Library Association, 1969

SALARY SETTLEMENT for the School Years 1971-72 - 1972-73

For Secondary School Teachers in Metropolitan Toronto

SALARY SCALE FOR THE 1971-72 SCHOOL YEAR

Steps	Group I		Group II		Group III		Group IV	
	1970-71	1971-72	1970-71	1971-72	1970-71	1971-72	1970-71	1971-72
0	(7,200)	7,200	(7,500)	7,500	(8,400)	8,400	(8,900)	8,900
1	(7,600)	8,400	(7,900)	8,700	(8,800)	9,600	(9,300)	10,100
2	(8,000)	8,800	(8,300)	9,100	(9,200)	10,000	(9,700)	10,500
3	(8,400)	9,200	(8,800)	9,500	(9,700)	10,400	(10,200)	10,900
4	(8,800)	9,600	(9,100)	9,900	(10,000)	10,800	(10,500)	11,300
5	(9,200)	10,000	(9,500)	10,300	(10,400)	11,200	(10,900)	11,700
6	(9,600)	10,400	(9,900)	10,700	(10,800)	11,600	(11,300)	12,100
7	(10,000)	10,800	(10,300)	11,100	(11,200)	12,000	(11,700)	12,500
8	(10,500)	11,200	(10,800)	11,500	(11,700)	12,500	(12,200)	13,000
9	(11,000)	11,700	(11,300)	12,000	(12,200)	13,000	(12,700)	13,500
10	(11,500)**	12,200	(11,800)	12,500	(12,700)	13,500	(13,200)	14,000
11	(11,900)**		(12,300)**	12,800	(13,200)	14,000	(13,700)	14,500
12			(12,500)**		(13,700)**	14,500	(14,200)*	15,000
13					(14,200)**		(14,700)**	15,500
14							(15,200)**	15,600
15							(15,300)**	

* See section 8(1)(d)

** See section 8(1)(e)

SALARY SCALE FOR THE 1972-73 SCHOOL YEAR

9. The salary scale for Teachers for the 1972-73 school year related to the positions on the 1971-72 scale shall be as follows:

Steps	Group I		Group II		Group III		Group IV	
	1971-72	1972-73	1971-72	1972-73	1971-72	1972-73	1971-72	1972-73
0	(7,200)	7,200	(7,500)	7,500	(8,400)	8,400	(8,900)	8,900
1	(8,400)	8,800	(8,700)	9,100	(9,600)	10,000	(10,100)	10,500
2	(8,800)	9,200	(9,100)	9,500	(10,000)	10,500	(10,500)	11,000
3	(9,200)	9,600	(9,500)	9,900	(10,400)	11,000	(10,900)	11,500
4	(10,000)	10,400	(10,300)	10,700	(11,200)	12,000	(11,700)	12,500
5	(10,400)	10,800	(10,700)	11,100	(11,600)	12,500	(12,100)	13,000
6	(10,800)	11,200	(11,100)	11,500	(12,000)	13,000	(12,500)	13,500
7	(11,200)	11,700	(11,500)	11,900	(12,500)	13,500	(13,000)	14,000
8	(11,700)	12,200	(12,000)	12,400	(13,000)	14,000	(13,500)	14,500
9	(12,200)	12,700	(12,500)	12,900	(13,500)	14,500	(14,000)	15,000
10			(12,800)	13,300	(14,000)	15,000	(14,500)	15,500
11					(14,500)	15,100	(15,000)	16,000
12							(15,500)	16,100
13							(15,600)	
14							(15,600)	

FROM: ONTARIO SECONDARY TEACHERS' FEDERATION, Secondary School Teacher Certification, O.S.S.T. F., Toronto, March 1970

8 Library

Group 1

Permanent H.S.A., or Interim H.S.A. Type B, Certificate

Group 2

(a) Permanent H.S.A., or Interim H.S.A. Type B, Certificate plus Intermediate Certificate in School Librarianship

- or -

(b) Permanent H.S.A., or Interim H.S.A. Type B, Certificate plus approved degree in Library Science

Group 3

(a) Permanent H.S.A., or Interim H.S.A. Type B, Certificate plus Specialist Certificate in School Librarianship plus 3 related university courses (2nd-class average) or the requirements for Group 2 in the Academic column plus 1 related university course (2nd-class standing)

- or -

(b) Permanent H.S.A., or Interim H.S.A. Type B, Certificate with approved university degree (2nd-class standing) plus Specialist Certificate in School Librarianship with approved degree in Library Science (2nd-class standing)

Group 4

(a) Group 3 plus 5 university courses (2nd-class average)

- or -

(b) Permanent H.S.A., or Interim H.S.A. Type B, Certificate plus Specialist Certificate in School Librarianship with approved Honour Degree (1st or 2nd-class honours) or with the Advanced Academic Accreditation

DATED AT TORONTO THIS 30th DAY OF MAY, 1972

APPENDIX III

ACADEMIC QUALIFICATIONS OF ACADEMIC STAFF OF THE CAATS

Qualifications	Percentage (%)
Doctorate	1.8
Masters	17.7
Honours	19.5
Pass Bachelor	30.8
Certificate	15.5
CAAT Diploma/equivalent	5.7
Craft Paper	9.1

From: The Ontario Colleges of Applied Arts & Technology.
A Study Prepared for the Commission on Post-
Secondary Education in Ontario by Systems Research
Group Inc.

Table IV-2 Page 51

David L. Jones
DAVID L. JONES Humber CAAT

Daphne J. Massey
DAPHNE J. MASSEY Seneca CAAT

Colin G. S. Harris
COLIN G. S. HARRIS Seneca CAAT

Alan Diment
ALAN DIMENT CENTENNIAL CAAT

Judy Expringham
JUDY EXPRINGHAM CENTENNIAL CAAT

Lynne E. Gibbon
LYNNE E. GIBBON CENTENNIAL CAAT

Margaret Trott
MARGARET TROTT Humber CAAT

K. R. Hivale
K. R. Hivale Humber CAAT

LIBRARIAN 1CLASS DEFINITION:

This class covers the positions of librarians who are responsible for one or a number of professional functions within the library where the size and/or complexity of such functions do not create a requirement for subordinate professional librarian staff. Examples of professional function(s) within the library are the development, implementation and control of bibliographic, cataloguing and classification systems, reference services, students' tutorial services, etc. They will normally be responsible for guiding and directing sub-professional support staff assigned to their areas of responsibility.

OR

Where the size and/or complexity of the professional function(s) create a need for working-level professional librarians, then librarians allocated to this class work in support of a more senior librarian or administrative official. They classify and catalogue a variety of difficult material, participate in re-classification and re-cataloguing projects, take part in book selection, etc. They carry out a variety of reference assignments, compile bibliographies, instruct users in reference methods and sources, etc. They generally assist in the administration of their area, carrying out various professional assignments as directed and assisting in the training of junior staff.

QUALIFICATIONS:

- 1) Professional librarian or equivalent as determined by the college.
- 2) Ability to maintain effective working relationships with library staff and users.

CLASS DEFINITION:

This class covers the positions of experienced librarians who are responsible for one or a number of professional functions within the library where the size and/or complexity of such function(s) require the employment of subordinate professional librarians. Examples of professional functions are the development, implementation and control of bibliographic, cataloguing and classification systems, reference services, students' tutorial services, etc.

In some libraries the size and complexity of the professional functions may be such that all professional functions will be the responsibility of one Librarian 2. At the other extreme, the size and complexity of the professional functions may be such that there will be a requirement for a Librarian 2 in each. Hence, generally speaking the larger the library the greater the degree of professional specialization.

In all cases, these employees supervise subordinate professional and support staff assigned to work within their functions.

QUALIFICATIONS:

- 1) Professional librarian or equivalent as determined by the college.
- 2) At least three years' experience as a Librarian 1 or equivalent as determined by the college.
- 3) Ability to organize and supervise staff as well as the ability to develop and maintain effective working relationships with officials, library users and staff.

C.S.A.O. Social Services Salary Schedules

07930 Librarian 1

SOC-2

Old Rate:	8557	8714	8896	9079	9262	9444	9627	9810	9992
	164.00	167.00	170.50	174.00	177.50	181.00	184.50	188.00	191.50
New Rate: 1)	9156	9324	9519	9715	9910	10105	10301	10496	10692
	175.48	178.69	182.44	186.18	189.93	193.67	197.42	201.16	204.91
New Rate: 2)	9706	9883	10091	10297	10505	10712	10919	11126	11333
	186.01	189.41	193.39	197.35	201.33	205.29	209.27	213.23	217.20

07932 Librarian 2

SOC-2

Old Rate:	9392	9757	10149	10540	10957
	180.00	187.00	194.50	202.00	210.00
New Rate: 1)	10050	10440	10859	11278	11725
	192.60	200.09	208.12	216.14	224.70
New Rate: 2)	10653	11067	11511	11955	12428
	204.16	212.10	220.61	229.11	238.18

07934 Librarian 3

SOC-2

Old Rate:	10384	10801	11218	11662	12132
	199.00	207.00	215.00	223.50	232.50
New Rate: 1)	11110	11557	12004	12479	12981
	212.93	221.49	230.05	239.15	248.78
New Rate: 2)	11777	12250	12724	13227	13760
	225.71	234.78	243.85	253.50	263.71

Note: Old Rate July 1971 - 72
 New Rate 1 July 1972 - 73
 New Rate 2 July 1973 - 74

C.U.P.E. North York Public Libraries - Salary Scale

1973 salary schedule

SCHEDULE "B" - STAFF ESTABLISHMENT (Continued)

		1st Stage	2nd Stage	3rd Stage	4th Stage	5th Stage
PSS2B Driver-Clerk	Annual	8241.56	8537.49	8827.84	9126.27	
	Monthly	686.80	711.46	735.65	760.52	
	Bi-Weekly	316.98	328.36	339.53	351.01	
	Weekly	158.49	164.18	169.76	175.50	
	Daily	31.70	32.84	33.95	35.10	
	Hourly	4.53	4.69	4.85	5.01	
- 40 - PS3 Sub-Professional Library-Assistant Senior-Audio Visual Clerk Senior Clerk Circulation Control	Annual	8029.53	8419.77	8810.00	9434.18	
	Monthly	669.13	701.65	734.17	786.18	
	Bi-Weekly	308.83	323.83	338.84	362.85	
	Weekly	154.41	161.92	169.42	181.43	
	Daily	30.88	32.38	33.88	36.29	
	Hourly	4.41	4.63	4.84	5.18	
PS3A Bookmobile Library- Assistant Driver	Annual	8399.26	8789.50	9179.72	9803.91	
	Monthly	699.94	732.46	764.98	816.99	
	Bi-Weekly	323.04	338.05	353.07	377.07	
	Weekly	161.52	169.03	176.53	188.53	
	Daily	32.30	33.81	35.31	37.71	
	Hourly	4.61	4.83	5.04	5.39	
L1 Librarian 1	Annual	9600.64	10114.81	10662.23	11243.92	11857.94
	Monthly	800.05	842.90	888.52	936.99	988.16
	Bi-Weekly	369.25	389.03	410.08	432.45	456.07
	Weekly	184.63	194.51	205.04	216.23	228.04
	Daily	36.93	38.90	41.01	43.25	45.61
	Hourly	5.28	5.56	5.86	6.18	6.52
- 41 - L2 Librarian Supervisor	Annual	10662.23	11243.92	11857.94	12509.88	13200.66
	Monthly	888.52	936.99	988.16	1042.49	1100.06
	Bi-Weekly	410.08	432.45	456.07	481.15	507.72
	Weekly	205.04	216.23	228.04	240.57	253.86
	Daily	41.01	43.25	45.61	48.11	50.77
	Hourly	5.86	6.18	6.52	6.87	7.25
L3 Assistant Division Head	Annual	11857.94	12509.88	13200.66	13933.96	14710.74
	Monthly	988.16	1042.49	1100.06	1161.16	1225.99
	Bi-Weekly	456.07	481.15	507.72	535.92	565.80
	Weekly	228.04	240.57	253.86	267.96	282.90
	Daily	45.61	48.11	50.77	53.59	56.58
	Hourly	6.52	6.87	7.25	7.66	8.08

SALARY SCALE

Effective: January 1, 1973

LIBRARIANS

CLASSIFICATION	E	D	C	B	A
<u>LIBRARIAN C</u> Branch Assistant General Librarian (Graduate of non-accredited library school, foreign training, etc.)	8,867	9,310	9,773	10,262	10,771
<u>LIBRARIAN I</u> Branch Assistant General Librarian (Graduate of accredited library school. No experience or experience in other fields.)	9,310	9,773	10,262	10,771	11,308
<u>LIBRARIAN II</u> Audio-Visual Librarian Cataloguer Senior Branch Assistant	10,262	10,771	11,308	11,874	12,484
<u>LIBRARIAN III</u> Branch Head Catalogue Dept. Co-ordinator Co-ordinator of Acquisitions District Department Head Specialist Librarian Supervisor of Bookmobiles	11,308	11,874	12,484	13,110	13,764
<u>LIBRARIAN IV</u> Assistant District Librarian Community Development & Programme Co-ordinator Senior Branch Head	12,484	13,110	13,764	14,451	15,165
<u>LIBRARIAN V</u> District Librarian	13,764	14,451	15,165	15,926	16,715
Technical Services Admin. Director	17,000 21,000				21,000 26,000

EXAMPLES OF EQUAL STATUS IN OTHER JURISDICTIONS

Endorsement of the equally vital contribution of Librarians and Teachers in the academic process is established in the Ontario Secondary School system and in Community College systems outside Ontario. In the Ontario Secondary School system, Librarians are recognized as equivalent to full-fledged teachers; Librarianship being regarded as a specialty similar to Science, Mathematics, History, etc. (See Appendix M)

In Community College systems in Canada's western provinces and in the United States, the Librarians are full and equal members of the faculty. The documentation below shows the equal status awarded Librarians:

A) DOUGLAS COLLEGE, British Columbia

- from their Collective Agreement

Faculty: includes Instructors, Counsellors and Librarians
Vacations: employees are on a 12 month contract of which two (2) months are holidays. Administrators and others who receive compensatory emolument are entitled to one month annual vacation

Salary Scale for Faculty (1972-1973):

A 13 step scale from Step 0 - \$ 9,850.
Step 12 - \$18,200.

Note: Librarians are in no way specifically limited in their progression through this scale

B) VANCOUVER CITY COLLEGE

- from their Collective Agreement

Sect. 2.1.1 Faculty members ... employees of the College Council employed as instructors, counsellors, librarians ...

Sect. 6.1.1 Salary Range 1973 -
An 11 step scale from Step 0 - \$10,894.
Step 10 - \$17,794.

Sect. 6.4.5 The Head Librarian shall be regarded as a Department Chairman

Sect. 8.1.1 Annual vacation for all full-time members is two (2) months

C) LORAIN COUNTY COMMUNITY COLLEGE- Lorain, Ohio

- from L.C.C.C. Policy Procedure Manual, 1973

Professional librarians shall receive a 12 month contract for this Faculty Staff position which will be calculated at the ratio of 1.25 times the appropriate placement on the Academic Salary Schedule. To qualify for columns A, B, or C, on the Academic Salary Schedule, the professional Librarian must possess the training and experience paralleling that of members of the teaching faculty.

Column	Faculty Range	Librarian Range (ie. Faculty Range X 1.25)
A	\$ 7,705. - \$13,715	\$ 9,630. - \$17,140.
B	\$ 9,990. - \$15,615.	\$11,755. - \$19,020.
C	\$11,605. - \$18,150.	\$14,510. - \$22,690.

D) SEATTLE COMMUNITY COLLEGE

- from Seattle Community College Federation of Teachers, AFT 1789 Contract and Agreement

PREAMBLE - Article 1 -

The Board recognizes the SCCT as exclusive bargaining agent for all full-time and part-time faculty members including certificated employees in these categories; instructor, counsellor, librarian, cataloguer, audiovisual librarian and professional non-administrative personnel in the Instructional Resource Centres.

CONTRACT - Article 1 - Bargaining Unit

Sect. A.3 Instructional Resource and Services. Those employees whose duties are to teach and to provide support services to other teaching faculty by the acquisition, preparation and management of instructional material.

Job titles in this bargaining unit will include, but not be limited to librarians, cataloguers, and media librarians. Included in this unit are all Instructional Resources personnel with professional degrees whose duties are not solely administrative. Personnel in both Campus Resource Centers and District Center for Instructional Resources, are included in the bargaining unit.

The above-mentioned employees will hereafter be known as faculty.

CONTRACT - Article VII - Operational Policies

Sect. A.1 The faculty contractual year will consist of 175 work days, of which a maximum of 165 days will be instructional days.

B.1 Span - there will be a seven (7) hour daily assignment span for faculty members.

B.2. Work Load - Teaching Faculty
Other Areas -

a) In the case of clinical assignments (e.g. individual student supervision or hospital supervision), weekly assigned duty will be in the 25 - 35 hour range.

b) In the case of non-teaching faculty members such as counsellors, librarians and cataloguers, work schedules within the limits of this policy shall be developed in co-operation with the cognizant supervisor but shall not exceed the work week.

FACULTY CLASSIFICATION BY ACADEMIC CRITERIA

Lane	B.A.
Lane 0	Masters
Lane 1	Masters + 15 approved credits
Lane 2	Masters + 30 approved credits
Lane 3	Masters + 45 approved credits + 3 years experience
Lane 4	etc. up to Lane 6 or 7

GLOBE AND MAIL JANUARY 12, 1974
 Careers, Report on Business, page B8

Toronto Globe & Mail

Saturday April 28, 1973

SALARY SCHEDULE (effective August 1973)

Years of Experience	Category A Bachelor's	Category B 2 Bachelor's	Category C Masters	Category D Ph.D.
0	\$ 9,401	\$10,784	\$11,613	\$12,540
1	9,955	11,407	12,236	13,161
2	10,508	12,029	12,858	13,785
3	11,062	12,652	13,479	14,406
4	11,613	13,273	14,103	15,029
5	12,167	13,897	14,724	15,651
6	12,720	14,518	15,347	16,273
7	13,273	15,139	15,969	16,895
8	13,826	15,763	16,590	17,517
9	14,379	16,384	17,213	18,140
10	14,932	17,007	17,835	18,761
11	15,486	17,629	18,458	19,384

Pension plan, Medical, Hospital, Life & Disability Insurance benefits.

DO YOU HAVE THESE QUALIFICATIONS?

- A master's degree in a particular subject area.
- Three years of successful teaching experience.

If you fit the above categories you may be eligible to teach in the most dynamic educational institution in Canada

MOUNT ROYAL COLLEGE

Contact in writing: Vice President, Instruction
 Lincoln Park Campus

Calgary, Alberta, Canada

Category B B.A. + B.L.S.
 Category C B.A. + M.L.S.

POSITION: RESOURCE LIBRARIAN

Duties:
 To work directly with teaching faculty to explain existing library services and to develop new ones. To increase utilization of all existing resources and to increase awareness of new sources. To conduct orientation programs for all library users.

Responsible to:
 College Librarian

Qualifications:
 Minimum of B.L.S. or equivalent; experience in Community Colleges is desirable, but not essential.

Salary:
 Minimum \$10,784.00 p.a., commensurate with qualifications and experience.

Apply to:
 John North

College Librarian
 Mount Royal College
 Lincoln Park Campus
 4225 Richard Road S.W.
 Calgary, Alberta

MOUNT ROYAL COLLEGE
 UNIVERSITY OF CALGARY
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Information and application forms from:
PERSONNEL ADMINISTRATION OFFICE
GOVERNMENT OF ALBERTA
 ROOM 1101, JOHN J. BOWLEN BUILDING
 620-7th AVENUE S.W.
 CALGARY, ALBERTA T2P 0Y8

Academic status, salaries and fringe benefits in community college libraries of Canada

M. Jamil Qureshi

Last April Mr Qureshi, formerly Assistant Librarian of Red River Community College Library, Winnipeg, circulated a questionnaire to 108 community colleges in Canada, and he now reports on the results

The growing stress on self education and individual study is moving instruction beyond the confines of the classroom into the seminars, the laboratory and the library. Every day new demands for information are coming up as a result of the explosion of knowledge and consequent increase in the number of publications. With this change, the problems of the academic community are increasing. Academic librarians are assuming a formal teaching role and as such more and more academic institutions are awarding faculty status to librarians. However, many college administrators do not realize the need for a change of policy in recruiting and maintaining library personnel.

To learn about the prevailing situation with regard to academic status, salaries and fringe benefits in community college libraries of Canada, the writer designed a questionnaire for this study. The questionnaire, consisting of 19 questions, was sent in April 1970 to 108 community colleges across the country. Forty-nine libraries (45 per cent) responded to the questionnaire. Of these four were from Alberta, seven from B.C., three from Manitoba, two from Nova Scotia, 14 from Ontario, 12 from Quebec, one from Saskatchewan and six did not identify themselves. Out of these 49, three do not hire a librarian and three more returned the questionnaire without furnishing the required information. Thus, this paper is based on 43 completed returns.

The letter accompanying the questionnaire January-February 1971

stated the purpose of the study, emphasized its importance and asked the co-operation of college librarians. All questions, with the exception of two which required a "yes" or "no" answer, were designed to be open ended. Approximately one and one-half months later a follow up letter asking the return of completed questionnaires was sent to those libraries which had failed to send the completed returns.

No instructions accompanied the questionnaire and as such the respondents were to interpret each question on the basis of their personal experience and local conditions. It is for this reason that some items on the questionnaire will not be discussed in this paper.

Questionnaire

The first six questions were to obtain the number and educational background of librarians at individual colleges; questions seven, eight and nine probed the matter of academic appointment of the library staff and criteria for promotion; questions ten and eleven attempted to find the similarities or differences in the salary schedule of the librarians as compared with members of the faculty who had the same educational background and experience.

Questions 13-17 solicited information on fringe benefits; question 18 was to acquire information regarding the provision of library staff to attend professional meetings. The final question dealt with the librarian's participation in faculty government. Additional comments were requested at the end of the questionnaire.

Basic to the question of academic status, salaries and fringe benefits is the educational qualification and professional training required of librarians. A glance on Table 1 shows that

Table I
Educational qualifications of college librarians

Qualifications	REGION							Per cent
	Alta	B.C.	Man.	Ont.	Que.	Sask.	Unidentified	
BLS	4	11		16	22	3	2	58
MLS	1	3	1	6	6		9	26
Second master		1	1	1	1			4
Work beyond master		1		1	3			5
Foreign qualification	3			4				7
Total	8	16	2	28	32	3	11	100

Table II
Criteria used for promotions of college librarians

Criteria	REGION							Per cent
	Alta	B.C.	Man.	Ont.	Que.	Sask.	Unidentified	
Work performance	2	5	1	10	9		3	70
Seniority	2	2	1	3	4	1	1	32.5
Advanced degree	1	4		2	4		1	28
Research & publication		1			4			12
Teaching		4			1			12

munity colleges of Canada is about \$8,000, while the average is \$7,989 in Alberta, \$8,757 in British Columbia, \$6,708 in Manitoba, \$8,094 in Ontario, \$7,394 in Quebec and \$7,000 in Saskatchewan.

One can conclude from this analysis that librarians do not receive equal pay for equal educational background and experience. In those institutions in which librarians are on the same salary scale as their teaching colleagues, the librarians definitely tend to be at the bottom of the scale. In most cases the librarians work for 12 months for the same sum of money as instructors earn in nine or ten months. Moreover, the faculty in many cases have only three years of university education while librarians have five. In areas like cooking, barbering, machines and trades, etc. no university education is expected of instructors. The writer is convinced that the practice of hiring librarians at a low salary is a disservice, in the long run, both to the institution and to the profession. The reason is that low salary, lack of good fringe benefits, uncertainties about his status and employment security cannot help but affect his stance and result in a high turnover for the institution and the profession. This also makes the profession unattractive to bright and competent persons.

There was a variety of response to questions dealing with fringe benefits. A few years of service is required to achieve tenure in 34 per cent of the reported institutions. Forty-three per cent did not reply or did not have any stated policy, while 23 per cent denied tenure. Of the 43 colleges, 23 per cent have some plans of sabbatical leave for librarians, 40 per cent do not give sabbatical leave to librarians, and 37 per cent either have no such plans or don't know of the existence of one. Just over 35 per cent of the college libraries stated that special leaves were granted for study. Thirty-three per cent granted no such leave while the rest (32 per cent) did not reply to the specific question or were unaware of such provision. Excluding academic vacations, 65 per cent were of the opinion that librarians received benefits comparable to those of the teaching staff.

inconclusive. Ninety-eight per cent answered "yes" to the question dealing with provision of attendance at professional meetings. The attendance at college's expense appeared to be limited to head librarians, with junior librarians attending at their own expense. Attendance at professional meetings at the school's expense should include all members of the professional staff because the limited attendance policy certainly imperils recruitment and retention of a qualified and competent staff. The response to the last question which dealt with the librarians' participation in faculty government and voting rights was 65 per cent.

Additional comments revealed that some librarians want more than a faculty status because of their higher educational background and responsibilities. Some indicated the necessity of a strong professional association "with teeth" while some felt that the professional organization, like faculty associations, should take a strong stand on these issues. There was a consensus that the professional associations did not play their role to help librarians achieve academic status and salaries.

Conclusions

Despite shortcomings of the questionnaire, it is evident from this survey that considerable disparities exist between salaries of college librarians and those of faculty members. Also, the benefits for college library personnel are varied and somewhat limited. Among the privileges enjoyed by college librarians, fringe benefits and participation in faculty government topped the list, with academic status and tenure ranking next. In this order, academic titles, ten month contract and academic vacation were available to only a small minority of college librarians.

The apathy shown by librarians in responding to this questionnaire indicates that they are responsible for their position on this low rung of the academic ladder. Also, they not only appear to be resigned to their fate but are also willing to accept this inequality and discrimination against the library profession.

This attitude evinces that the architects of a library's excellence, which plays an instrumental role in building a superb faculty, and upon which depends the excellency of the college, are not sure of their own status in the academic sphere. This also signifies that they are uncertain of the importance of the role they play in supporting and carrying out the objectives of the academic institutions.

Moreover, like faculty associations, the professional organizations did not help college librarians achieve faculty salaries and status. These associations are also to be blamed for

not standardizing library education and forcing library administrators to pay additional benefits for a master's in library science.

It is high time the college librarians realize that faculty status brings with it equal salaries, benefits and academic vacations. Therefore, to improve their own lot, the librarians and their associations must increase their efforts toward raising the status of the profession and gaining their proper place in the academic community. The struggle for full faculty status must continue until it is generally accepted. □

is considered as the second factor for evaluating professional librarians. Seniority, which should have been forsaken long before as an evaluating factor, still ranks second in order of frequency (32.5 per cent). It is apparent from Table II that teaching, research and publications which has always been synonymous with faculty is taken account of by only 12 per cent - a sign of encouragement and a step toward bridging the gap between academics and librarians.

The response to question nine which deals with faculty and librarians appointment, reveals that 93 per cent of the institutions reported employ professional librarians for the full year, while seven per cent hire on a ten month contract. The majority of institutions, however, grant one month vacation leave for librarians. Fifty-seven per cent of institutions reported that salaries for librarians were equal to those of faculty members with equivalent background and experience. Twenty-three per cent of the reporting institutions pay a higher salary to librarians, while the salary of librarians in 20 per cent is below that of the minimum level for instructors at the same institutions.

A glance at the Table III reveals that the

only 35 per cent of all college librarians had a master's degree in library science or work beyond it. This might be due to the fact that previously a bachelor's degree in library science was the minimum qualification required to enter into the profession.

This situation leads to the question - how many college administrators consider the master's degree important and how many are willing to pay for it? One can rightly claim that the administrators of community colleges not only do not consider the necessity of a master's degree but also do not pay a competitive salary.

The following breakdown reveals that 58 per cent of the college librarians have a BLS, 26 per cent have an MLS and seven per cent hold foreign qualifications.

The answers to questions dealing with faculty status and criteria for promotion revealed that 35 per cent held faculty status, while 60 per cent held librarian's titles and professional or administrator's rank. Five per cent, however, were not sure of their positions. In 70 per cent of the reporting libraries, work performance is used as a criterion for promotion, while in 28 per cent of the libraries, an advanced degree

Table III
Salaries of beginning librarians

Region	Low	High	Average	Less than Faculty (%)	Equal to Faculty (%)	Higher than Faculty (%)
Alberta	7100	8600	7989	-	33	67
British C.	8000	10,600	8757	14	57	29
Manitoba	6708	6708	6708	100	-	-
Ontario	7069	9816	8094	14.3	71.4	14.3
Quebec	6500	8000	7394	18	64	18
Sask.	7000	7000	7000	-	100	-
Unidentified	7300	8500	7800	67	-	33
Canada	7100	8460	7940	20	57	23

APPENDIX L

Table VII Academic and Professional Qualifications.

Qualification	% of Librarians* so qualified	% of Academic Staff** so qualified	% of staff having qualification of better	
			Librarians	Academic Staff
Ph.D	-	1.8	-	1.8
Masters/M.L.S.	34.4	17.5	34.4	19.3
B.A. + B.L.S.	47.4	-	81.8	-
Foreign Qualification	10.3	-	92.1	-
Hons. B.A.	2.6	19.5	94.7	38.8
Pass B.A.	5.3	30.8	100.0	69.6
Certificate	-	15.9		85.5
CAAT Diploma/Equiv.	-	5.7		91.2
Craft Paper	-	9.1		100.3

* From Survey of C.S.A.O. C.A.A.T. Academic Librarians, Feb.-Mar. 1973.

** From: Systems Research Group.

Ontario Colleges of Applied Arts and Technology: A study prepared
for the Commission on Post Secondary Education in Ontario. 1971.

SALARY SCALE FOR THE 1971-72 SCHOOL YEAR

Steps	Group I		Group II		Group III		Group IV	
	1970-71	1971-72	1970-71	1971-72	1970-71	1971-72	1970-71	1971-72
0	(7,200)	7,200	(7,500)	7,500	(8,400)	8,400	(8,900)	8,900
1	(7,600)		(7,900)		(8,800)		(9,300)	
2	(8,000)	8,400	(8,300)	8,700	(9,200)	9,600	(9,700)	10,100
3	(8,400)	8,800	(8,700)	9,100	(9,600)	10,000	(10,200)	10,500
4	(8,800)	9,200	(9,100)	9,500	(10,000)	10,400	(10,500)	10,900
5	(9,200)	10,000	(9,500)	10,300	(10,400)	11,200	(10,900)	11,700
6	(9,600)	10,400	(9,900)	10,700	(10,800)	11,600	(11,300)	12,100
7	(10,000)	10,800	(10,300)	11,100	(11,200)	12,000	(11,700)	12,500
8	(10,500)	11,200	(10,800)	11,500	(11,700)	12,500	(12,200)	13,000
9	(11,000)	11,700	(11,300)	12,000	(12,200)	13,000	(12,700)	13,500
10	(11,500)**	12,200	(11,800)	12,500	(12,700)	13,500	(13,200)	14,000
11	(11,900)**		(12,300)**	12,800	(13,200)	14,000	(13,700)	14,500
12			(12,500)**		(13,700)**	14,500	(14,200)*	15,000
13					(14,200)**		(14,700)**	15,500
14							(15,200)**	15,600
15							(15,300)**	

* See section 8(1)(d)

** See section 8(1)(e)

SALARY SCALE FOR THE 1972-73 SCHOOL YEAR

9. The salary scale for Teachers for the 1972-73 school year related to the positions on the 1971-72 scale shall be as follows:

Steps	Group I		Group II		Group III		Group IV	
	1971-72	1972-73	1971-72	1972-73	1971-72	1972-73	1971-72	1972-73
0	(7,200)	7,200	(7,500)	7,500	(8,400)	8,400	(8,900)	8,900
1								
2	(8,400)	8,800	(8,700)	9,100	(9,600)	10,000	(10,100)	10,500
3	(8,800)	9,200	(9,100)	9,500	(10,000)	10,500	(10,500)	11,000
4	(9,200)	9,600	(9,500)	9,900	(10,400)	11,000	(10,500)	11,500
5	(10,000)	10,400	(10,300)	10,700	(11,500)	12,000	(11,700)	12,500
6	(10,400)	10,800	(10,700)	11,100	(11,500)	12,500	(12,100)	13,000
7	(10,800)	11,200	(11,100)	11,500	(12,000)	13,000	(12,500)	13,500
8	(11,200)	11,700	(11,500)	11,900	(12,500)	13,500	(13,000)	14,000
9	(11,700)	12,200	(12,000)	12,400	(13,000)	14,000	(13,500)	14,500
10	(12,200)	12,700	(12,500)	12,900	(13,500)	14,500	(14,000)	15,000
11			(12,800)	13,300	(14,000)	15,000	(14,500)	15,500
12					(14,500)	15,100	(15,000)	16,000
13							(15,500)	16,100
14							(15,600)	

8 Library

- Group 1**
Permanent H.S.A., or Interim H.S.A. Type B, Certificate
- Group 2**
(a) Permanent H.S.A., or Interim H.S.A. Type B, Certificate plus Intermediate Certificate in School Librarianship
-or-
(b) Permanent H.S.A., or Interim H.S.A. Type B, Certificate plus approved degree in Library Science
- Group 3**
(a) Permanent H.S.A., or Interim H.S.A. Type B, Certificate plus Specialist Certificate in School Librarianship plus 3 related university courses (2nd-class average) or the requirements for Group 2 in the Academic column plus 1 related university course (2nd-class standing)
-or-
(b) Permanent H.S.A., or Interim H.S.A. Type B, Certificate with approved university degree (2nd-class standing) plus Specialist Certificate in School Librarianship with approved degree in Library Science (2nd-class standing)
- Group 4**
(a) Group 3 plus 5 university courses (2nd-class average)
-or-
(b) Permanent H.S.A., or Interim H.S.A. Type B, Certificate plus Specialist Certificate in School Librarianship with approved Honour Degree (1st or 2nd-class honours) or with the Advanced Academic Accreditation

FROM: ONTARIO SECONDARY TEACHERS' FEDERATION, Secondary School Teacher Certification, O.S.S.T. F., Toronto, March 1970

CAATS ACADEMIC LIBRARIANS : THE HISTORY AND DEVELOPMENT
OF THEIR POSITION WITHIN THE C.S.A.O. ACADEMIC UNIT

BACKGROUND¹

As early as September, 1968, the CSAO claimed bargaining rights under The Public Service Act for a unit comprised of academic employees, and began negotiations with the Staff Relations Committee of the Council of Regents.

As a result of litigation concerning the representation of the unit, an injunction which inhibited further bargaining was granted through the Courts on the 30th of January, 1969. This injunction terminated negotiations.

A temporary impasse resulted because there was no legislation under which a decision could be made as to which of two competing organizations (CASO or CCFA) would negotiate on behalf of the academic employees of the various Colleges of Applied Arts and Technology.

This issue was finally resolved by referring it to a vote of the academic employees. The voting took place in March of 1971. The vote mandated the CSAO to represent these employees and resulted in the lifting of the interlocutory injunction. An Order-in-Council which removed negotiations from the agenda of the Ontario Joint Council was revoked under date of June 16th, 1971.

¹ From Arbitration Award¹ page 5

Thus the way was cleared for the CSAO to resume negotiations.

The first formal session between the Association bargaining team and the Official Side was held on July 15th, 1971, and on July 16th, 1971, the CSAO formally presented their complete demands to the Official Side. No progress was made. On August 17th, 1971, the General Manager of the CSAO requested the Chairman of the Ontario Joint Council to place the dispute on the agenda of the Ontario Joint Council. The Joint Council met on September 10th, 1971, and as a result thereof, a mediator was appointed, namely Professor G. Simmons, who held meetings on October 26th, 28th and 29th, 1971. The mediator was unable to resolve the issues in dispute. Thereafter, Mr. Bowen requested that the dispute be referred to the Civil Service Arbitration Board, and on December 22nd, 1971, Mr. A. R. Dick notified Judge J. C. Anderson that Mr. H. J. Clawson was named as the Representative of the Official Side to the Arbitration Board, and that Professor Charles Hanly was named as the Representative of the Staff Side on the Arbitration Board. However, between the time of the naming of the Arbitration Board, and the time of the first meeting of the Board, which occurred on February 8th, 1972, in Toronto, Professor Simmons, as mediator convened another meeting which resulted in some progress.

However, when the issues were presented to the Arbitration Board at its first meeting on February 8th, 1972, there remained in dispute the following matters: -

1. Recognition
2. Relationship
3. Association Deductions
4. No Strike - No Lockout
5. Association Business
6. Term of Memorandum
7. Classification and Association Grievances
8. Salaries
9. Teaching Schedules
10. Vacations
11. Fringe Benefits (Insurance)
12. Allowances

On February 8th and 9th, 1972, the Board heard the full submissions of the parties with respect to the issues in dispute, and engaged in far ranging discussion both jointly and separately with the parties. When the Board met on February 14th, 1972, discussion of the various issues was resumed with certain rebuttals being made both by the CSAO and by the Official Side. Again the Board Members conferred independently with the parties and the Board met jointly with both parties in order to gain the fullest possible clarification of the issues that remained in dispute.

At the conclusion of the meeting in the evening of February 14th, 1972, a substantial number of issues still remained in dispute.

It should be noted at this time, that the CSAO is now the Bargaining Agent for the Academic staff of twenty Colleges of Applied Arts and Technology situated throughout the Province of Ontario. Some of the Colleges have several campuses, and many of them carry on teaching operations at remote points at various distances from their main campuses. Each of the Colleges has a Board of Governors, and since all of them have emerged as institutions within the last five years, varying practices with relation to teachers' workload, salaries and all other matters which normally fall within the ambit of collective bargaining, have been dealt with to some extent on a College basis. Thus there is a wide variety of practices which have grown up since their inception. To this variety must be added the complexity represented by heterogeneous institutions in widely different locations each with its own institutional autonomy.

The Board also recognizes that the development of the Colleges, which now includes for the most part the operation of Manpower Retaining as well as Extension Courses and Apprenticeship Courses, means that each College should have the widest possible latitude to meet the educational requirements, both in the academic field, and in the Extension and Manpower Retraining and

Apprenticeship field, that it is possible, and yet at the same time set certain guidelines so that the general operational structure of the Colleges should be confined within certain general limits and the workload, salaries and working conditions should correspond as nearly as possible to some norm. ¹

The C.S.A.O. submission prepared for this Arbitration Board had, as far as can be determined, no direct input from Librarians. Within this document ², : other than including Librarians in general references to teachers, Librarians and counsellors, the only specific reference to Librarians came in Section J para 2 (page 21).

Vacations

2. Librarians and counsellors should be either entitled to the same vacations as other employees in the Academic Unit, or they should be compensated for any additional work. The Librarians and counsellors prefer the former alternative because it allows time to take summer school courses to keep abreast of changes and advancements in their respective professions.

None of the Librarians with whom I have corresponded report having been consulted on this question. However, some views on this subject were put forward in the subsequent brief to the Arbitration Board. ⁴

As to Salary, the C.S.A.O. approach, as outlined in its submission, was to propose a salary schedule for teachers (Appendix I, p.33.) and to state "The above classifications shall be benchmarks for the other classifications (such as Librarian and Counsellor) in the bargaining unit."

The initial arbitration award ¹ was released on April 28, 1972. Interestingly, the classification and salary ranges for Librarians and Counsellors appeared only as a one page addendum over two weeks later, May 15, 1972, to be exact.

How the Board came to these figures has not been determined, nor for that matter the reason for the wide discrepancy between the ranges for Librarians and those for teachers and Counsellors. It is believed, but not confirmed, that some obsolete and non-representative salary schedules for Librarians were presented on behalf of management, the only input to the Board on this topic. Also at about this time (May 1972,) a document³ appeared from the management side which outlined the position classifications of members of the Academic Unit. Although the descriptions of the Affiliate, Assistant, Associate and full Master corresponded completely with those approved by the Council of Regents when the CAAT system was created, the description of the two levels of Librarians seems to be a new creation (there previously not having been any single official classification system for Librarians.) As far as can be determined, these were not written by any Librarian in the CAAT system and from the lack of understanding of the Librarian's function, it is doubtful whether they could have been written by a Librarian at all. As yet, to my knowledge, these classifications have not been rigorously implemented (in terms of job description) although they are in effect vis a vis salary ranges. Full implementation of these classifications would cause severe problems at a number of the larger colleges where a number of Librarians are employed. (The question of classification description is still an open area, the C.S.A.O. agreement stipulated that further discussions be held to establish a mutually agreeable classification scheme for Academic Unit members; discussions to this end shall be carried out early in 1973.)

In response to this Arbitration Award an Appeal was launched in hopes to, among other things, better the judgement vis a vis the Librarians. Two Briefs were prepared, circulated and submitted, one addressed to the Arbitration Board, the other to Mr. M. Riddell, Associate Research Director, C.S.A.O. Since we could not submit material directly to the Board, both Briefs were submitted to Mr. Riddell with the request that the Brief to the Board would be formally presented.

A Supplementary Award was released by the Board on July 31, 1972. In terms of the position of Librarians, only the most critical problem, that of the salaries of some Librarians already being above the new maxima, was dealt with. In this regard the Board recommended that in lieu of the 8% and 5 1/2% increases, "Librarians shall receive increases of no less than 4% in the first year and 3% in the second year, even if their salaries are or will be in excess of the maximum of the range".

Para. 2(c) p.3.

All other areas covered in the Brief^{4,5} were not acted upon.

At this time it was felt that it was essential to establish effective communication among the C.S.A.O. CAAT Librarians and to strive for an effective voice for our position within the C.S.A.O. The attached Memo, circulated in October 1972, outlines the basic approach.

In early November a number of C.S.A.O.-CAAT Librarians were in Toronto (for Education Showplace) and an informal meeting was held to discuss a proposed draft classification schedule. This was followed by a subsequent meeting on Nov. 22 at which a third draft was prepared.⁸ This third draft was discussed at Algonquin and Loyalist and accepted in principle, now having the general approval of Librarians from Algonquin, Centennial, Humber, Loyalist and Seneca CAA's (about 20 Librarians in all).

Our motion for representation at the Divisional level was presented at the Divisional meeting (Jan. 19 & 20) but ruled out of order due to its wording. However, a revised motion was put forward and adopted. It stated, in essence, that a Resource person from each of the 'Librarians' and the 'Counsellors' would be invited to attend the Divisional Meetings. It also appears that at the Branch level, Librarians and Counsellors should have formal representation. On the basis of section 10.02

of By-Law 67 which states that the Branch Executive Committee should be "composed of representatives elected by members of the Branch on an Occupational Group or other common interest basis" I have approached the Humber Executive and now am formally a member of that Executive Committee. This procedure could be followed at other C.A.A.T.s to give Librarians an effective voice.

Also at the Divisional Meeting it was learned that the passage of Bill 105 in the Ontario Legislature late in December has drastically altered the situation regarding classification. Under the new legislation classification schemes have become management (ie. Queen's Park) prerogative and C.S.A.O. is now legally powerless in their negotiation. It is expected, however, that a new classification scheme will be presented to C.S.A.O. for discussion and feedback, but unfortunately there is no action that we can take until that time.

Revised February 12, 1973

SOURCES CITED

1. Arbitration Award April 28, 1972
2. C.S.A.O. Position re Arbitration
3. Classifications and Job Descriptions for Librarians May 1972
4. Brief Submitted to the Arbitration Board May 1972
5. Brief Submitted to the C.S.A.O. May 1972
6. Supplementary Award of Arbitration Board July 31, 1972
7. Memo to C.S.A.O.- CAAT Librarians October 1972
8. Draft (3rd.) of Proposed Classification November 1972

Compiled and prepared by
David L. Jones

Part iii)

CORRESPONDENCE AND SUBMISSIONS REGARDING SEXIST DISCRIMINATION
AGAINST ACADEMIC LIBRARIANS IN ONTARIO'S C.A.A.T.S.

APPENDIX P

C.A.A.T. LIBRARIANS' PARITY CAMPAIGN

C.A.A.T. Librarians' Parity Campaign

Contents

Item	Section
Chronology	PA
Transcript of Presentation to the Ontario Status of Women Council (May 9, 1974)	PB
"C.A.A.T. Librarian: Role Versus Image" Documentation submitted to the Ontario Status of Women Council	PC
Women Crown Employees Office breifing re: CAAT Librarian Presentation to the Ontario Status of Women Council	PD
Correspondence with the Hon. Robert Welch, Secretary for Social Development. (Nov. 1973 - Feb. 1974)	PE
Correspondence with the Hon. Jack McNie and the Hon. James Auld, Minister of Colleges and Universities. (Feb. - Mar. 1974).	PF
Correspondence with Mr. Norman A. Sisco, Chairman, Council of Regents (Mar. - Apr. 1974)	PG
Correspondence with the Hon. James Auld, Minister of Colleges and Universities (June - July 1974)	PH
Letter from the Hon. James Auld, Minister of Colleges and Universities to Ms. Laura Sabia, Chairman, Ontario Status of Women Council (June 26, 1974)	PJ
Correspondence with Ms. Laura Sabia, Chairman, Ontario Status of Women Council (August 15, 1974)	PK
Correspondence with the Hon. James Auld, Minister of Colleges and Universities (August 1974)	PL
Press Release 'College Librarians Fight Discriminatory Conditions' (Nov. 12, 1973) and clippings	PM
Press Release Material (May - June 1974) and clippings	PN
Extracts from: Legislature of Ontario: Debates Estimates, Ministry of Colleges and Universities Standing Social Development Committee May 30, 1974 (evening) & June 19, 1974 (morning)	PP
Press Material December 1974 - March 1975	PQ

- Sept. 21 Letter to the Hon. Robert Welch, Secretary for Social Development.
c.c. to: N.A. Sisco, H. W. Jackson, Ross Rachar, Ethel McLellan,
College Librarians, College Presidents
- Nov. 9 Personal letter to Laura Sabia (to her residence in St. Catharines)
- Nov. 12 Press release to major Library journals. c.c. College Librarians
- Nov./Jan. Press release picked up by various Library journals
- 1974
- Jan. 22 Letter to Laura Sabia, Chairman, Ontario Status of Women Council
- Jan. 23 Photocopy of press release pick-up in Library Journal sent to Mr. Welch
- Jan. 27 Letter to Ethel McLellan, Co-ordinator of Women's Programs
- Jan. 28 Phone call from J. Nywening in response to press coverage
- Jan. 29 Copy of original letter to Welch which was 'never received' mailed registere
- Feb. 4 Response from Marjorie Pinney to letter of Jan. 22 to Laura Sabia.
- Feb. 11 Response (acknowledgement) from R. Welch
- Feb. 18 Complete documentation of efforts so far submitted to C.S.A.O. Bargaining Te
- Feb. 19 Meeting with Ethel McLellan and Marjorie Pinney, documentation submitted
to the Ontario Council on the Status of Women
- Feb. 21 Letter to the Hon. J. McNie, includes submission to Ontario Status of
Women Council. c.c. N.A. Sisco, D. Light, F. Hamilton, H.W. Jackson,
M. Pinney, E. McLellan.
- Feb. 22 Copy of letter from Timbrell to Welch, received by M. Trott.
- Feb. 28 Letters to J. Auld and M. Birch with complete documentation of Librarians'
case and copies of all correspondence to date. c.c. L.M. Johnston, A.D.M., M
- Mar. 8 Response from Auld received by M. Trott.
- Mar. 15 Management's (Council of Regents) submission to Arbitration Board released.
- Mar. 18 Informal meeting with J, Gelber (C.S.A.O.).
- Mar. 22 Letter to Norman A. Sisco, Chairman, Council of Regents. c.c. J. Auld,
H.W. Jackson, M. Birch, L. Sabia, D.E. Light, M. Pinney, E. McLellan,
C.S.A.O.
- April 2 Follow-up letter to L. Sabia.
- April 23 Personal meeting with L. Sabia
- April 26 Response from N.A. Sisco received by M. Trott
- May 9 Presentation to the Ontario Status of Women Council
- May 27 Press release to Metro Toronto media
- May 30 C.A.A.T. Librarian question raised in estimates debate by
Margaret Campbell.
- June 13 Ontario Status of Women Council passes recommendations supporting
C.A.A.T. Academic Librarians.
- June 19 Margaret Campbell again raises the question of C.A.A.T. Academic
Librarians during debate of the Ministry of Colleges and Universities
estimates.
- June 20 Letter to the Hon. James A.C. Auld informing him of the recommendation
of the Ontario Status of Women Council.
- July 5 Response from Dr. Harry Parrot (for James Auld) to Librarians' letter
of June 20th.
- Aug. 15 Further correspondence to James Auld and Laura Sabia.
- Aug. 29 Response from James Auld to Librarians' letter of Aug. 15th.

EXTRACT FROM
REPORT OF MEETING
ONTARIO STATUS OF WOMEN COUNCIL

May 9, 1974

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Remarks on Behalf of
Community College Librarians

Prepared by: Robin Inskip
and David Jones

Presented by: Robin Inskip

We are here today because as Librarians we suffer the discriminatory practices accorded female-image professions. The problem of bias towards certain professions has been recognized by the Royal Commission on the Status of Women and Hon. Mr. Welch's Green Paper.

We are librarians in the Ontario Colleges of Applied Arts and Technology. We are part of the C.S.A.O. Academic Bargaining Unit but our classification and salary ranges reflect the constant sexist bias towards librarians. We are not paid equally for work of equal value.

The emergence of community colleges with their emphasis on individual and lifetime learning, has moved the Library Resource Centre and librarians to the centre of the educational stage. The Commission on Post Secondary Education Report, isolated the importance of libraries as "the poor man's university" and stressed the libraries' importance in adult continuing education. The Ministry of Education published a book "The College Resource Centre" which recognized the changing trend to individual education and placed the Library Resource Centre as an integral part of the educational process. In "The College Resource Centre," several stated college policies for the Library Resource Centre seemed to infuse new vigor into the importance of libraries:

"The Learning Resource Centre is the hub of the college learning process. Indeed, it may one day replace the classroom."

"The Learning Centre - as we are now calling it - must be a vital thing, accessible to all and easily used. The Learning Centre is envisioned as serving two functions: first its historic role as the source of information and enrichment; and, secondly, as an actual source of instruction."

These stated policies of both the Ministry and colleges, of the importance of Library Resource Centres, was reflected by the Committee of Presidents' direct endorsement of the vital educational role of librarians in their submission to the Commission on Post Secondary Education:

"Resource people are teachers, librarians and others involved in education. Such terms might well be dropped in favour of 'learning facilitators' because they do, in fact, facilitate the learning process by helping learners to practise efficient research methods. They also provide the human contact which is vital to the learner's understanding of the social sciences and the arts. They are, ideally, the most up-to-date resource; in a rapidly changing world, books tend to become out of date almost as soon as produced. Learning facilitators are the key to a viable learning environment."

They are devoted to continuing education for themselves and others enlightened in the execution of their responsibilities and dedicated to the principle of the fullest possible realization of individual potential."

The Committee of Presidents' published policy parallels the definition of academic staff in the community colleges. The Academic Unit - consisting of Librarians, Counsellors and Teachers - covers those employed for the purpose of teaching, counselling or coaching, or involved in the preparation of content or judgement of content of educational materials. In addition to selecting and organizing educational materials, C.A.A.T. Academic Librarians, through orientation and reference work, instil lifelong learning skills to assist the student in keeping abreast of her/his field of knowledge. Through this instructional role, as learning facilitators, we are a key to individual education.

Library technicians, on the other hand, are classified in the C.S.A.O. support staff bargaining unit. This classification correctly reflects their supportive role in assisting the librarians in optimizing the operation of the libraries.

In spite of this complete endorsement by college and ministerial policies, of the importance of libraries and librarians, the reality is a practice of non-support for both libraries and librarians. The views of many senior administrators who determine the execution of these educational policies is remarkably different and sexist biased. Indeed, the library and the librarians always get the "chop." Management's bias is typified by a response to Dr. Arthur Porter's Royal Commission Report on Conestoga College. His report strongly recommended increased support and status for the librarian and the Library Resource Centre. His recommendations included the statement that:

"The library is at the core of the learning environment of colleges and universities."

One college president's response to this recommendation was:

"The blunt fact, Arthur, is that the library is not the core of the learning environment, nor should it be."

This statement clearly indicates the actual practise of community college and ministerial administration. It is what we are up against.

Now, for a quick review of the facts, as they are applied to community college Academic Librarians. If you will turn to page 4(a) reverse side, (attached), you will see two tables which graphically demonstrate our problems. Table 1 shows that librarians, a minority of 1% are the only predominantly female group in the Community College Academic Unit; teachers and counsellors are predominantly male.

Table 2 is the classification and salary ranges of Teachers, Counsellors and Librarians in the current contract. The teachers and counsellors classifications are based on educational and experiential qualifications. As you can see, teachers can earn up to \$16,900 plus an \$1,000 extra co-ordinators allowance for supervision functions. The counsellors classification and salary ranges parallel those of the teachers. The librarians classification and salary ranges are another story. A librarian's maximum is \$11,200 unless she/he supervises a subordinate professional librarian. Librarian II status, achieved only by supervision of another librarian, is \$12,900.

In addition, librarians work one more month than teachers. If a teacher works 11 months, he is paid a 10% bonus.

In 1974, these low and narrow classifications have permitted two colleges to hire fully qualified librarians with Masters degrees (and one with one years experience) for salaries between \$8,100 and \$8,500. Can you imagine colleges paying teachers with post-graduate degrees the same salaries?

Surely the Librarians classification and salary ranges can be described in no other words than overt sexist bias.

However, this bias does not apply consistently to all professional Librarians in the Academic Unit. Those librarians employed as teachers in Library Techniques programmes receive all the benefits, status and salaries accorded the teachers. This inconsistency is interesting considering the stated educational policy of the Committee of Presidents. Obviously all learning facilitators are equal - but some are more equal than others.

The Community College Librarians became aware of the gravity of the problem when the last contract was settled by arbitration in 1972. It was discovered that 54% of the librarians were misclassified or above their maximum salary range and, therefore, denied merit increments. At that point, the Academic Librarians realized the need for better organization to present their case to the C.S.A.O., our bargaining agent. What we want then, is parity with teachers and counsellors, our brother learning facilitators, based on educational experiential qualifications.

The precedent for this parity of librarians, teachers and counsellors, is strongly established both in the Ontario secondary school system and in community colleges in more progressive jurisdictions in Canada. We have detailed this information in our submission to the Council.

C.S.A.O. has endorsed our stand and consistently presented librarians' parity throughout the past 12 months of negotiation. However, the Crown Employees Collective Bargaining Act places total responsibility for classification in the hands of management.

Now - what has management done? They have prepared an excellent classification scheme for teachers and counsellors, designed to eliminate the disparity of salaries paid to equivalent qualified teachers and counsellors within the community college system. They have maintained the parity between teachers and counsellors and more clearly indicated classification positions based on educational and experiential qualifications. They have done nothing to correct the absurd classification scheme for librarians nor recognized our educational role. The parity the community college librarians seek can be achieved by integration into management's new classification scheme.

Why are community college Academic Librarians making a presentation to the Council today? Our attached press releases summarize our frustrating and, for the most part, unsuccessful attempt for the last year, to find the correct forum to present our case for parity.

The problems of libraries and librarians classification and salary disparity has been around for a long time. It was formally recognized as early as 1968. An inter-office memo to Mr. Sisco in 1968 commented:

"It is obvious even to the untrained observer that college resource centres (libraries) are among the weakest areas of what should be a powerful edifice founded on the principle of the psychology of adult learning."

"The resource centre is considered as a peripheral 'and' rather than as the centre of the education process."

"It seems time, therefore, that the Council of Regents gave some thought to publishing, as they have for teaching and administrative personnel, specifications for the hiring of librarians which would include academic experiential and personal qualifications."

In 1972, after the current contract was settled by arbitration, three senior community college library administrators wrote to Mr. Hinds, Staff Relations Officer of the Ministry of Colleges and Universities. They expressed their concern that the terms of the arbitration for librarians did not adequately recognize the contributions librarians make to the education of both faculty and students in the community colleges.

In spite of continued initiatives on behalf of Community College Academic Librarians, management's biased view of the value of the librarians educational role remains the same. As recently as April 11, 1974, Mr. Sisco wrote a letter to us with the following comments:

"The Subcommittee members believe, as stated in the arbitration brief, that there is a definite and significant differentiation of roles of librarians, and teachers and counsellors."

"I can assure you that the Council of Regents is concerned that the C.A.A.T. Librarians receive fair and equitable treatment as defined by the role they fulfil in the colleges."

Community College Librarians are curious to know to which role Mr. Sisco is referring. Is it the stated educational policy of the Committee of Presidents as learning facilitators or is it the biased practice of classification and salary discrimination presently oppressing community college librarians?

We hope that we have adequately presented the librarians' problem of sexist-biased discriminatory practice by community colleges - and the validity of our demand for parity with teachers and counsellors based on the concept of equal pay for work of equal value. We feel that our case is a classic example of the type of situation the Green Paper was interested in correcting.

We are here today to seek the Council's support for the librarians goal of parity. Since we seem to be having little success in "raising the consciousness" of the government and the colleges, we would appreciate any influence the Council could exert on our behalf.

TABLE 1
COMPARISON OF SEX RATIO OF C.A.A.T.
LIBRARIANS VS. ACADEMIC STAFF

	Female	Male
* Librarians	84%	16%
** Academic Staff	17.5%	82.5%

* From Survey of C.S.A.B. C.A.A.T. Academic Librarians, April 1974

** From: Systems Research Group.
Ontario Colleges of Applied Arts and Technology: A Study prepared for the Commission on Post Secondary Education in Ontario. 1971.

TABLE 2
C.A.A.T. Academic Salary Ranges
APPENDIX I

SALARY SCHEDULE

	Sept. 1/71 - Aug. 31/72		Sept. 1/72 - Aug. 31/73	
	Minimum	Maximum	Minimum	Maximum
Instructor	\$6,200	\$10,400	\$6,500	\$11,000
Affiliate	6,800	12,400	7,200	13,100
Assistant	8,300	13,200	8,800	13,900
Associate	8,700	15,000	9,200	15,800
Master	9,300	16,000	9,800	16,900

Co-ordinator - An allowance up to \$1,000 above his salary.

Senior College Master - A maximum salary of \$2,000 above the Master's maximum salary.

Cambrian, Northern and Confederation Colleges may increase the above maxima by \$600.

APPENDIX I

SALARY SCHEDULE

ADDENDUM

	Sept. 1/71 - Aug. 31/72		Sept. 1/72 - Aug. 31/73	
	Minimum	Maximum	Minimum	Maximum
Librarian I	\$7,700	\$10,600 *	\$8,100	\$11,200 *
Librarian II	9,300	12,200	9,800	12,900
Counsellor I	6,200	10,400	6,500	11,000
Counsellor II	6,800	12,400	7,200	13,100
Counsellor III	8,300	13,200	8,800	13,900
Counsellor IV	8,700	15,000	9,200	15,800
Counsellor V	9,300	16,000	9,800	16,900

from: Memorandum of Understanding

* Maximum salary attainable by non-supervisory Academic Librarians

\$ Must supervise another professional Librarian

THE C.A.A.T. LIBRARIAN

ROLE VERSUS IMAGE

PREPARED FOR SUBMISSION TO THE
ONTARIO STATUS OF WOMEN COUNCIL

Joint Statement on Faculty Status of College and University Librarians - endorsed by the Association of American Colleges, the American Association of University Professors, and the American Association of College and Research Libraries. 3

"The salary scale for librarians should be the same as that for other academic categories with equivalent education and experience. Librarians should normally be appointed for the Academic year. If a Librarian is expected to work through the summer session, his/her salary should be adjusted similarly to the summer session scale of other faculty at his/her college or university." (Joint Statement sect. 4)

THE ROLE OF THE LIBRARIAN

The role of the Librarian in the C.A.A.T. educational function is as important, demanding and complex as that of the Teacher and should be recognized as such. The professional Librarian is directly or indirectly responsible for a great proportion of the non-formal learning in the College. This is effected by -

- i) the selection and acquisition of information materials in a variety of media covering the whole range of subjects encompassed by the College's educational community,
- ii) the organization of these materials to readily facilitate their optimum use by the faculty, students, and community in general,
- iii) the formal and informal guidance and instruction of students and faculty in the use of these materials and the most efficient and economical ways to locate required information.

Also of paramount importance to the C.A.A.T. educational philosophy is the Librarian's role in instruction of the efficient use of the Library by individual students. This can provide the student with essential tools for the continued development of his knowledge and skills once he has left the formal educational environment and embarked on a career. In this era of rapid technological change, the instillation of information and educational skills, the maintenance of libraries wherein they can be practiced and the acknowledgment of their necessity is invaluable in maintaining the individual's ability to grow and progress in his career situation. This may prevent the eventual obsolescence of his training and the need to return for retraining within one or two decades.

The (Wright) Commission on Post-Secondary Education Report - The Learning Society 1 projects of the increase in the importance of continuing education programs and the individual learning approach indicate an even more significant role for the C.A.A.T. Library and its professional staff as a resource to the College and the community. The Commission recognized the Library, the 'poor man's university' as one of the main centres of individual, self-motivated learning.

Thus in the C.A.A.T.s the Librarian performs a specialized academic (informal) educational role in addition to his/her responsibility for selecting, acquiring and organizing the collection of materials and the means of efficiently locating information from these materials or other sources. This role of the Librarian, with its intimate relationship to the academic function of the College, is reflected by the inclusion of Librarians in the academic communities of schools and colleges. This has been recognized both in Canada and the U.S.A. by both common practice and professional association standards, some of which are listed below:

Standards Recommended for Canadian Community College Libraries - prepared by a committee of the Canadian Association of College and University Libraries. 2

"Because librarians contribute to the educational process by helping faculty to teach students, by helping students to teach themselves, and by teaching students directly, they should be appointed on the same basis as the college teaching staff." (Standards page 6)

Principles of Academic Status in Canadian University Libraries - by the Canadian Association of College and University Libraries. 4

"As librarians are granted academic status in the University on the grounds that they are professional members of the University staff with advanced academic training, the criteria accepted in University Librarianship should be accepted in matters of promotion, appointment and tenure."

"Appointment of Librarians should be through the same mechanisms as for teaching faculty." (Principles sect. 5)

THE IMAGE OF THE LIBRARIAN

The traditional stereotyped image of the Librarian has been as a reclusive, income-plate female who seeks refuge from the "real world" in her ivory tower of books. She is more concerned with the neatness of the volumes on the shelves than the articulated or inarticulated needs of the Library/Resource Centre user.

Additionally, there is the misconception that everyone who works in a Library, from the person who re-shelves the books, through the clerk who types the cards and the technician who handles the signing out of the book, to the professional, academically-qualified Librarian whose role has already been discussed (page 1), are all Librarians. The stereotyped generic use of the term Librarian has been applied to all Library/Resource Centre staff. This invalid assumption denies the skilled information organization and retrieval function of that vital 25% of the staff who are professional Librarians. The lack of visible distinction of the roles and impact of the Library/Resource Centre staff may be understood if coupled with the above-mentioned archaic and sexist image of Librarians.

Those students and faculty who interact with the College Librarians appreciate their essential academic function and respect the expertise of the Librarians.

Most senior administrators, the policy-makers at the College and the Ministerial levels, have had little interaction with Library services and Librarians, since they completed their own educations and are thus unfamiliar with the academic responsibilities of C.A.A.T. Librarians. These administrators' concept of the role of the C.A.A.T. Librarians is biased by their out-of-date stereotyped image of Librarians and their misconception of the fundamental academic contribution of the C.A.A.T. Librarians.

RECOGNITION OF SEXUAL BIAS

Historically the salaries of Librarians have reflected the sexist bias that afflicts predominantly female professions. The lack of recognition of the essential role of professional Librarians, coupled with the double standard regarding the value of work performed by women, has caused Librarians' salaries to remain well below their actual worth. These inequitable conditions and the pressing need for remedial action were understood clearly by the Federal Government's Royal Commission on the Status of Women.

RECOGNITION OF SEXUAL ORIENTATION (Continued)

In the Commission's Report, Recommendation 11, (paragraph 252) ⁵ they specifically call for the re-assessment of librarians' salaries in the light of the importance of the work rather than its historical status. (Appendix A)

Provincial investigation of post-secondary education by the Wright Commission ⁶ has resulted in a similar recommendation - Recommendation 34:

"Discrimination on the basis of sex in all sectors and on all levels of post-secondary education in Ontario, with regard to pay, rank, and advancement, should be abolished."

The Provincial Government has also shown its awareness of the existence of this type of sexist discrimination by the establishment of the Equal Opportunity Program, the appointment of Ms Ethel McClellan, whose terms of reference emphasize the concept of remuneration based on the value of the work performed, and the formation of the Ontario Advisory Council on the Status of Women.

EXAMPLES OF EQUAL STATUS IN OTHER JURISDICTIONS

Endorsement of the equally vital contribution of Librarians and Teachers in the academic process is established in the Ontario Secondary School system and in Community College systems outside Ontario. In the Ontario Secondary School system, Librarians are recognized as equivalent to full-fledged teachers; Librarianship being regarded as a specialty similar to Science, Mathematics, History, etc. (See Appendix B)

In Community College systems in Canada's western provinces and in the United States, the Librarians are full and equal members of the faculty. The documentation below shows the equal status awarded Librarians:

- A) DOUGLAS COLLEGE, British Columbia ⁸
- from their Collective Agreement

Faculty: includes Instructors, Counsellors and Librarians
Vacations: employees are on a 12 month contract of which two (2) months are holidays. Administrators and others who receive compensatory emolument are entitled to one month annual vacation

Salary Scale for Faculty (1972-1973):

A 13 step scale from Step 0 - \$ 9,850.
Step 12 - \$18,200.

Note: Librarians are in no way specifically limited in their progression through this scale

- B) VANCOUVER CITY COLLEGE ⁹

- from their Collective Agreement

Sect. 2.1.1 Faculty members ... employees of the College Council employed as instructors, counsellors, librarians ...

Sect. 6.1.1 Salary Range 1973 -

An 11 step scale from Step 0 - \$10,894.
Step 10 - \$17,794.

Sect. 6.4.5 The Head Librarian shall be regarded as a Department Chairman
Sect. 8.1.1 Annual vacation for all full-time members is two (2) months

- C) LORAIN COUNTY COMMUNITY COLLEGE- Lorain, Ohio ¹⁰

- from L.C.C.C. Policy Procedure Manual, 1973

Professional librarians shall receive a 12 month contract for this Faculty Staff position which will be calculated at the ratio of 1.25 times the appropriate placement on the Academic Salary Schedule. To qualify for columns A, B, or C, on the Academic Salary Schedule, the professional Librarian must possess the training and experience paralleling that of members of the teaching faculty.

Column	Faculty Range	Librarian Range (ie. Faculty Range X 1.25)
A	\$ 7,705. - \$13,715	\$ 9,630. - \$17,140.
B	\$ 9,990. - \$15,615.	\$11,755. - \$19,020.
C	\$11,605. - \$18,150.	\$14,510. - \$22,690.

- D) SEATTLE COMMUNITY COLLEGE ¹¹

- from Seattle Community College Federation of Teachers, AFT 1789 Contract and Agreement

PREAMBLE - Article 1 -

The Board recognizes the SCFT as exclusive bargaining agent for all full-time and part-time faculty members including certificated employees in these categories; instructor, counsellor, librarian, cataloguer, audiovisual librarian and professional non-administrative personnel in the Instructional Resource Centres.

CONTRACT - Article 1 - Bargaining Unit

Sect. A.3 Instructional Resource and Services. Those employees whose duties are to teach and to provide support services to other teaching faculty by the acquisition, preparation and management of instructional material.

Job titles in this bargaining unit will include, but not be limited to librarians, cataloguers, and media librarians. Included in this unit are all Instructional Resource personnel with professional degrees whose duties are not solely administrative. Personnel in both Campus Resource Centers and District Center for Instructional Resources, are included in the bargaining unit.

The above-mentioned employees will hereafter be known as faculty.

CONTRACT - Article VII - Operational Policies

Sect. A.1 The faculty contractual year will consist of 175 work days, of which a maximum of 165 days will be instructional days.

B.1 Span - there will be a seven (7) hour daily assignment span for faculty members.

B.2. Work Load - Teaching Faculty
Other Areas -

a) In the case of clinical assignments (e.g. individual student supervision or hospital supervision), weekly assigned duty will be in the 25 - 35 hour range.

b) In the case of non-teaching faculty members such as counsellors, librarians and cataloguers, work schedules within the limits of this policy shall be developed in co-operation with the cognizant supervisor but shall not exceed the work week.

FACULTY CLASSIFICATION BY ACADEMIC CRITERIA

Lane 0	B.A.
Lane 1	Masters
Lane 2	Masters + 15 approved credits
Lane 3	Masters + 30 approved credits
Lane 4	Masters + 45 approved credits + 3 years experience
etc.	up to Lane 6 or 7

PRESENT INEQUITIES IN THE CAATS ACADEMIC FACULTY

That the Librarians are discriminated against, not simply because they are a minority group but on a sexist basis, is clearly seen on comparison with the Teaching faculty and the Counsellors, the other minority group.

The sex ratio among the Librarians is almost exactly the opposite of that of the Teachers - Librarians 84% female, Teachers 82% male (see Table 1)

TABLE 1 COMPARISON OF SEX RATIO OF C.A.A.T. LIBRARIANS VS. ACADEMIC STAFF			
	Female	Male	
* Librarians	84%	16%	
** Academic Staff	17.5%	82.5%	

A comparison of academic and professional qualifications of the Librarians and Teachers (Table 2) shows that the Librarians are as well or more highly qualified.

Table 2 Academic and Professional Qualifications

Qualification	% of Librarians* so qualified	% of Academic Staff** so qualified	% of staff having qualification of better	Librarians	Academic Staff
Ph.D	-	1.8	-	-	1.8
Masters/M.L.S.	34.4	17.5	34.4	34.4	19.3
B.A. + B.L.S.	47.4	-	81.8	81.8	-
Foreign Qualification	10.3	-	92.1	92.1	-
Hons. B.A.	2.6	19.5	94.7	94.7	38.8
Pass B.A.	5.3	30.8	100.0	100.0	69.6
Certificate	-	15.9	-	-	85.5
CAAT Diploma/Equiv.	-	5.7	-	-	91.2
Craft Paper	-	9.1	-	-	100.3

* From Survey of C.S.A.O. C.A.A.T. Academic Librarians, Feb. - Mar. 1973

** From: Systems Research Group.
Ontario Colleges of Applied Arts and Technology: A Study prepared for the Commission on Post Secondary Education in Ontario. 1971

Comparison with the Counsellors, a predominantly male group, is even more telling. Unlike Librarians who are integral to the learning environment which is the major function of the Community College, Counsellors have consistently received salary and working conditions similar to those of the Teachers. Sexual bias has imposed the restrictive conditions on the C.A.A.T. Librarians.

In the C.A.A.T.s the salary ranges for Librarians are the narrowest of the ranges, currently applicable to academic staff in the Colleges. (Table 3)

Table 3 C.A.A.T. Academic Salary Ranges

APPENDIX I SALARY SCHEDULE				
	Sept. 1/71 - Aug. 31/72	Sept. 1/72 - Aug. 31/73		
	Minimum	Maximum	Minimum	Maximum
Instructor	\$6,200	\$10,400	\$6,500	\$11,000
Affiliate	6,800	12,400	7,200	13,100
Assistant	8,300	13,200	8,800	13,900
Associate	8,700	15,000	9,200	15,800
Master	9,300	16,000	9,800	16,900
Co-ordinator - An allowance up to \$1,000 above his salary.				
Senior College Master - A maximum salary of \$2,000 above the Master's maximum salary.				
Cambrian, Northern and Confederation Colleges may increase the above maxima by \$600.				
APPENDIX I SALARY SCHEDULE ADDENDUM				
	Sept. 1/71 - Aug. 31/72	Sept. 1/72 - Aug. 31/73		
	Minimum	Maximum	Minimum	Maximum
Librarian I	\$7,700	\$10,600	\$8,100	\$11,200
Librarian II	9,300	12,200	9,800	12,900
Counsellor I	6,200	10,400	6,500	11,000
Counsellor II	6,800	12,400	7,200	13,100
Counsellor III	8,300	13,200	8,800	13,900
Counsellor IV	8,700	15,000	9,200	15,800
Counsellor V	9,300	16,000	9,800	16,900
from: Memorandum of Understanding				

The present salary maxima for the two classifications of Librarians are \$11,200. and \$12,900. the higher figure requiring the supervision of a subordinate Librarian, according to the present classification definition. In comparison with other categories in the Academic division, these maxima are the lowest of all groups except for the Instructor/Counsellor 1. (See Table 4)

TABLE 4 - Salary Maxima of Some Academic Categories

Category	Maximum	Comments
Librarian I	\$11,200.	Maximum for non-supervisory Librarian
Librarian II	\$12,900.	Absolute maximum for Librarians
Instructor/Counsellor I	\$11,000.	Possibility of reclassification to higher grades on the basis of experience and educational up-grading.
Affiliate/Counsellor II	\$13,100.	

The Librarians feel very strongly that their background, expertise and role in the educational process of the C.A.A.T. deserve better recognition and remuneration than the present situation wherein the highest the Librarian can attain is less than that attainable by the Affiliate Master, the minimum requirements of which are:

- A) Have proven ability and experience such as to enable the incumbent to teach as required in a specific technical or commercial field;
- B) A teacher of adult academic upgrading (with grade 12 or equivalent) with three years teaching experience in this field.

OR

These restrictive conditions have led to the situation where many Librarians are at or above their maximum salary levels and are threatened with denial of future increases.

Integral to this problem is the unrealistic classification system presently applied to C.A.A.T. Librarians. This classification (Appendix C) requires the Librarian to supervise another professional Librarian before she/he can be considered an "Librarian 2" and achieve a salary above the Librarian 1 maximum of \$11,200. This supervisory requirement is diametrically opposed to the conditions applied to Teachers, who receive a supplement of up to \$1,000. over and above their maximum of \$16,900. for supervisory duties.

INCONSISTANCIES CREATED BY THE PRESENT INEQUITABLE CONDITIONS

In Ontario the equivalence of Librarians and Teachers has been recognized in both the Secondary School system, as mentioned above, and in many Schools of Nursing. The treatment received by many of the Librarians in the Schools of Nursing when these Schools were incorporated into the C.A.A.T. system presents a glaring example of retrogression. In many of the Nursing Schools the Librarians had full faculty equivalence, salary, vacations, etc. However, on incorporation into the C.A.A.T. and the resulting reclassification, many of these Librarians suddenly found themselves reclassified into positions which give them a longer working year and a much lower salary maximum. This reclassification of Nursing School Librarians to match the present restrictive C.A.A.T. classification has caused many to be denied substantial increments granted to their teaching colleagues.

Another interesting anomaly is the difference in working conditions and salary maxima between the professional Librarian who practices in the Library/Resource Centre and the professional Librarian who teaches in the Library Techniques Program at the C.A.A.T. The teaching Librarian receives the working terms of reference and salaries granted to the male-dominated Teaching group. The practitioners however suffer the sexual class injustices of a "female profession." This inconsistency clearly illustrated the sexist bias.

PROBLEMS IN THE PRESENT CAATS CONTRACT NEGOTIATIONS

In the nine months since contract bargaining began, the Council of Regents has steadfastly refused to discuss the critical problems of the Librarians. Only at the final meeting before arbitration did the Council of Regents finally put an initial position on the bargaining table, a position that merely perpetuated the status quo. During the nine months of negotiations the Council did however present detailed proposals for salary and classification revision for both Teachers and Counsellors.

This denial by the Council of the existence of C.A.A.T. Librarians as an integral part of this faculty unit, emphasized the critical situation the present structure has inflicted upon the C.A.A.T. Librarians. In spite of efforts on our behalf by our Bargaining Team, the Council of Regents' past performance on the injustices suffered by Librarians has consistently displayed a sexist ignorance and indifference.

ANTICIPATED ROLE OF THE ONTARIO ADVISORY COUNCIL ON THE STATUS OF WOMEN

The C.A.A.T. Librarians are looking to the Ontario Advisory Council on the Status of Women to examine the present conditions and follow through the process of redressing this glaring example of unequal compensation for work of equal value.

February 18, 1974

1. Wright, Douglas T., and others.
The Learning Society. The Report of the Commission on Post-Secondary Education in Ontario. 1973.
2. Canadian Association of College and University Libraries.
Standards Recommended for Canadian Community College Libraries. 1972.
3. Association of College and Research Libraries.
Standards for Faculty Status for College and University Librarians. 1971.
4. Canadian Association of College and University Libraries.
Principles of Academic Status in Canadian University Libraries. 1969.
5. Canada. Royal Commission on the Status of Women in Canada.
Report. (Ottawa, Information Canada, 1970).
6. Wright, Douglas T., and others.
The Learning Society. The Report of the Commission on Post-Secondary Education in Ontario. 1973.
7. Ontario Secondary School Teachers' Federation.
(a) Salary Settlement for the School Years 1971/72 and 1972/73 for Secondary School Teachers in Metropolitan Toronto.
(b) Secondary School Certification. O.S.S.T.F., 1970.
8. Collective Agreement.
Douglas College, Surrey/New Westminster, British Columbia, 1972.
9. Collective Agreement.
Vancouver City College, Vancouver, British Columbia, 1973.
10. Policy Procedure Manual.
Lorain County Community College, Lorain, Ohio, U.S.A., 1973.
11. Contract and Agreement.
Seattle Community College, Seattle, Washington, U.S.A., 1972.
12. Memorandum of Understanding.
Ontario Council of Regents and C.S.A.O. Academic Unit. Toronto. 1972.

APPENDICES

- | | |
|------------|--|
| Appendix A | Recommendation 11, Royal Commission on the Status of Women. |
| Appendix B | Ontario Secondary School Teachers' Federation
(a) Salary settlement for the School Years 1971/72 and 1972/73 for Secondary School Teachers in Metropolitan Toronto.
(b) Secondary School Certification. Class 8 - Library. |
| Appendix C | C.A.A.T. Classification Description of Librarian 1 and Librarian 2. |

APPENDIX A

The Royal Commission on the Status of Women

List of Recommendations

197

11. We recommend that the pay rates for nurses, dietitians, home economists, librarians and social workers employed by the federal government be set by comparing these professions with other professions in terms of the value of the work and the skill and training involved. (paragraph 252)

SALARY SETTLEMENT - The School Years 1971-72 - 1972-73

For Secondary School Teachers in Metropolitan Toronto

SALARY SCALE FOR THE 1971-72 SCHOOL YEAR

Steps	Group I		Group II		Group III		Group IV	
	1970-71	1971-72	1970-71	1971-72	1970-71	1971-72	1970-71	1971-72
0	(7,200)	7,200	(7,500)	7,500	(8,400)	8,400	(8,900)	8,900
1	(7,600)	8,400	(7,900)	8,700	(8,800)	9,600	(9,300)	10,100
2	(8,000)	8,800	(8,300)	9,100	(9,200)	10,000	(9,700)	10,500
3	(8,400)	9,200	(8,700)	9,500	(9,600)	10,400	(10,200)	10,900
4	(8,800)	9,600	(9,100)	9,900	(10,000)	10,800	(10,500)	11,300
5	(9,200)	10,000	(9,500)	10,300	(10,400)	11,200	(10,900)	11,700
6	(9,600)	10,400	(9,900)	10,700	(10,800)	11,600	(11,300)	12,100
7	(10,000)	10,800	(10,300)	11,100	(11,200)	12,000	(11,700)	12,500
8	(10,400)	11,200	(10,700)	11,500	(11,600)	12,400	(12,200)	13,000
9	(10,800)	11,600	(11,100)	11,900	(12,000)	12,800	(12,700)	13,500
10	(11,200)	12,000	(11,500)	12,300	(12,400)	13,200	(13,200)	14,000
11	(11,600)	12,400	(11,900)	12,700	(12,800)	13,600	(14,200)*	14,500
12					(13,700)**	14,500	(14,700)**	15,000
13					(14,200)**		(15,200)**	15,500
14							(15,300)**	
15								

* See section 8(1)(d)

** See section 8(1)(e)

SALARY SCALE FOR THE 1972-73 SCHOOL YEAR

9. The salary scale for Teachers for the 1972-73 school year related to the positions on the 1971-72 scale shall be as follows:

Steps	Group I		Group II		Group III		Group IV	
	1971-72	1972-73	1971-72	1972-73	1971-72	1972-73	1971-72	1972-73
0	(7,200)	7,200	(7,500)	7,500	(8,400)	8,400	(8,900)	8,900
1	(7,600)	8,400	(7,900)	8,700	(9,600)	10,000	(10,100)	10,500
2	(8,000)	8,800	(8,300)	9,100	(10,000)	10,500	(10,500)	11,000
3	(8,400)	9,200	(8,700)	9,500	(10,400)	11,000	(10,900)	11,500
4	(8,800)	9,600	(9,100)	9,900	(10,800)	11,400	(11,300)	11,900
5	(9,200)	10,000	(9,500)	10,300	(11,200)	12,000	(11,700)	12,500
6	(9,600)	10,400	(9,900)	10,700	(11,600)	12,400	(12,100)	12,900
7	(10,000)	10,800	(10,300)	11,100	(12,000)	12,800	(12,500)	13,300
8	(10,400)	11,200	(10,700)	11,500	(12,400)	13,200	(13,000)	13,800
9	(10,800)	11,600	(11,100)	11,900	(12,800)	13,600	(13,500)	14,300
10	(11,200)	12,000	(11,500)	12,300	(13,200)	14,000	(13,900)	14,700
11	(11,600)	12,400	(11,900)	12,700	(13,600)	14,400	(14,300)	15,100
12	(12,000)	12,800	(12,300)	13,100	(14,000)	14,800	(14,700)	15,500
13					(14,500)	15,300	(15,200)	16,000
14					(15,000)		(15,900)	16,700

8 Library

Group 1

Permanent H.S.A., or Interim H.S.A. Type B, Certificate

Group 2

(a) Permanent H.S.A., or Interim H.S.A. Type B, Certificate plus Intermediate Certificate in School Librarianship

- or -

(b) Permanent H.S.A., or Interim H.S.A. Type B, Certificate plus approved degree in Library Science

Group 3

(a) Permanent H.S.A., or Interim H.S.A. Type B, Certificate plus Specialist Certificate in School Librarianship plus 3 related university courses (2nd-class average) or the requirements for Group 2 in the Academic column plus 1 related university course (2nd-class standing)

- or -

(b) Permanent H.S.A., or Interim H.S.A. Type B, Certificate with approved university degree (2nd-class standing) plus Specialist Certificate in School Librarianship with approved degree in Library Science (2nd-class standing)

Group 4

(a) Group 3 plus 5 university courses (2nd-class average)

- or -

(b) Permanent H.S.A., or Interim H.S.A. Type B, Certificate plus Specialist Certificate in School Librarianship with approved Honour Degree (1st or 2nd-class honours) or with the Advanced Academic Accreditation

FROM: ONTARIO SECONDARY TEACHERS' FEDERATION, Secondary School Teacher Certification, O.S.T.F. F., Toronto, March 1970

Classification Guidelines for Librarians, Counsellors, Instructors and Coordinators

Appendix 111

LIBRARIAN 1

CLASS DEFINITION:

This class covers the positions of librarians who are responsible for one or a number of professional functions within the library where the size and/or complexity of such functions do not create a requirement for subordinate professional librarian staff. Examples of professional function(s) within the library are the development, implementation and control of bibliographic, cataloguing and classification systems, reference services, students' tutorial services, etc. They will normally be responsible for guiding and directing sub-professional support staff assigned to their areas of responsibility.

OR

Where the size and/or complexity of the professional function(s) create a need for working-level professional librarians, then librarians allocated to this class work in support of a more senior librarian or administrative official. They classify and catalogue a variety of difficult material, participate in re-classification and re-cataloguing projects, take part in book selection, etc. They carry out a variety of reference assignments, compile bibliographies, instruct users in reference methods and sources, etc. They generally assist in the administration of their area, carrying out various professional assignments as directed and assisting in the training of junior staff.

QUALIFICATIONS:

- 1) Professional librarian or equivalent as determined by the college.
- 2) Ability to maintain effective working relationships with library staff and users.

LIBRARIAN 2

CLASS DEFINITION:

This class covers the positions of experienced librarians who are responsible for one or a number of professional functions within the library where the size and/or complexity of such function(s) require the employment of subordinate professional librarians. Examples of professional functions are the development, implementation and control of bibliographic, cataloguing and classification systems, reference services, students' tutorial services, etc.

In some libraries the size and complexity of the professional functions may be such that all professional functions will be the responsibility of one Librarian 2. At the other extreme, the size and complexity of the professional functions may be such that there will be a requirement for a Librarian 2 in each. Hence, generally speaking the larger the library the greater the degree of professional specialization.

In all cases, these employees supervise subordinate professional and support staff assigned to work within their functions.

QUALIFICATIONS:

- 1) Professional librarian or equivalent as determined by the college.
- 2) At least three years' experience as a Librarian 1 or equivalent as determined by the college.
- 3) Ability to organize and supervise staff as well as the ability to develop and maintain effective working relationships with officials, library users and staff.

May 8, 1974.

COMPARATIVE SALARY SCHEDULES

Briefing re: CAAT Librarian Presentation to Ontario Status of Women Council

- The CAAT Academic Unit includes 3 occupational groups - Teachers, Counsellors, and Librarians.
- Counsellors have parity with teachers, so that their classification and salary ranges are identical.
- Librarians do not have parity with either teachers or counsellors, so they have a separate classification and salary range with lower maxima. (see attached table)
- The CAAT librarians are urging parity with the counsellors and teachers, on the grounds that they have equal qualifications and that their work is of equal value.
- The comparative data from the OPS librarians suggests that, even on a market basis, the CAAT librarian's salary schedules are lower than their professional colleagues. (see attached table)
- The parties of interest in the current negotiations are the Council of Regent (Employer) and the Civil Service Association of Ontario (Union). The Ministry of Colleges and Universities is not party to these negotiations.
- If parity is a salary issue, then it is negotiable, and we understand that the CSAO brief supports the parity proposal. In this event, the arbitration board can decide the issue.
- If parity is a classification issue then, under Section 17(1) of The Crown Employees Collective Bargaining Act, it is a non-negotiable management-right. In this event, the arbitration board cannot decide the issue.
- Unfortunately, whether or not this is a salary and/or a classification issue is undecided because the total negotiations for the CAAT Academic unit have reached an impasse at the arbitration stage.
- Further to referendum of the CAAT Academic members, CSAO is refusing to recognize the arbitration board. We understand that fresh initiatives to recontinue bargaining are under way.
- The Women Crown Employees Office has contacted the Pay Research Branch of the Civil Service Commission, who will be supplying more detailed comparative information re: Librarian's salaries and classifications.
- The Women Crown Employees Office has made informal representation to the bargaining agents on both sides, so they are aware of our interest in the outcome.

O.P.S. LIBRARIANS (2/7/73)	CAAT LIBRARIANS (1/9/73-31/8/73)	CAAT TEACHERS & COUNSELLORS (1/9/72-31/8/73)
I \$ 9,706-11,333	I \$ 8,100-11,200	I \$ 6,500-11,000
II 10,653-12,428	II 9,800-12,900	II 7,200-13,100
III 11,777-13,760		III 8,600-13,900
IV 12,627-15,236		IV 9,200-15,800
V 14,088-17,115		V 9,800-16,900
TOTAL \$ 9,706-17,333	\$ 8,100-12,900	\$ 6,500-16,900

(NOTE: 1) A CAAT Librarian I is between and O.P.S. Librarian I and II in terms of required experience, professional duties and academic qualifications.

CAAT Librarian II is almost equivalent to an O.P.S. Librarian IV, in that this classification involves supervision of professional staff.

These comparisons are very rough, because formalized classification standards have not, as yet, been developed for the CAAT librarians.

2) It should be noted that the CAAT librarians work a shorter year than the O.P.S. librarians.

Hon. Robert Welch, Q.C.
Provincial Secretary for Social Development
Queen's Park, Ontario

Dear Mr. Welch:

The 'Green Paper' Equal Opportunity for Women in Ontario: A Plan for Action, has received much interest from librarians in Ontario, in particular, the sections dealing with professional income discrimination and "paid work." The discriminatory position of professions whose complement is predominantly female, is very acutely shown by the current situation of the Colleges of Applied Arts and Technology Librarians; conditions which they and their bargaining agents, the C.S.A.O. Academic Unit, are fighting to change.

In the Colleges of Applied Arts and Technology, the salary ranges for Librarians are the narrowest (Appendix 1) of the ranges currently applicable to academic staff in the Colleges. The Librarians' current maximum is less than that for the Affiliate Master second lowest of five (5) teacher classifications, the requirements of which are only:

- (a) Have proven ability and experience such as to enable the incumbent to teach as required in a specific technical or commercial field,

20

- (b) A teacher of adult academic upgrading (with Grade 12 or equivalent) with three years teaching experience in this field.

The other minority group in the Academic (bargaining) Unit, the Counsellors (not a predominantly female group), perform similar educational support functions and receive conditions equivalent to those of the Teachers.

That the Librarians' salary scale is not a reflection of the academic and/or professional qualifications of the individuals concerned is seen by comparing the backgrounds of the two groups as is done in Appendix II.

In conjunction with this and the salary range data, it is pertinent to note the sex ratio among Librarians and Academic Staff in the C.A.A.T.s: Academic Staff as a whole is predominantly male, the Librarian classification is predominantly female, (Appendix III). This position of Librarians is wide-spread and has merited comment and recommendations from the Royal Commission on the Status of Women (Sec. 252). (Appendix IV attached).

Librarians in the C.A.A.T.s, although hopeful the current renegotiation of their collective agreement with the Colleges as part of the C.S.A.O. Academic Unit, will be more equitable and favourable than the current conditions imposed by arbitrators in 1972, have been seriously disadvantaged in these negotiations by the omission of Librarians from the recent "Proposed C.A.A.T. Academic Classification Plan for Teaching Masters, Teachers and Counsellors," (the other components of the bargaining unit) released by the Council of Regents in June. Thus the Librarians must look to possible future action should the current discriminatory practices be perpetuated.

The present situation seems to parallel a recent case in California where a class action complaint has been taken to the Equal Employment Opportunity Commission in San Francisco. This case charges that librarians employed by the University of California, although possessing equivalent academic background, and performing job duties that require substantially the same skill, effort, and responsibility as employees in other classifications at the University, receive substantially less pay. The American Federation of Teachers claims this is because the librarians' classification is predominantly female and other classifications are comprised predominantly of male employees.

These few comments and facts are not intended to present a case but merely to indicate that the C.A.T. Librarians already have some documentation and data on their position which they feel might serve to develop a case for presentation to the appropriate Bureau, Commission or Task Force, in the not-too-distant future. In order to properly develop and direct this case we would sincerely appreciate any guidelines and advice you could give regarding proper procedures and protocol.

Yours sincerely,

A Group of Concerned Librarians

A Group of Concerned Librarians
Wingate, Tenn. per { H. B. Gould
 R. Hoyle
 S. McNair
 Ms. N. Trott

Ms. M. Trott

Heart Medicine

Edith Parker

James G. Thompson

Lucas Kober

10

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C.C.
 Mr. H. Jackson, Director, Colleges of Applied Arts and Technology
 Mr. N. A. Sisco, Chairman, Council of Regents
 Mr. R. Rachar, Chairman, C.S.A.O. Academic Bargaining Team
 Ms. Ethel McLellan, Co-ordinator of Women's Programs for the
 Province of Ontario

September 21, 1973

Academic and Professional Qualifications

Qualification	% of Librarians* so qualified	% of Academic Staff** so qualified	% of staff having qualification of better	Librarians	Academic Staff
Ph.D	-	1.8	-	-	1.8
Masters/M.L.S.	34.4	17.5	34.4	34.4	19.3
B.A. + B.L.S.	47.4	-	81.8	81.8	-
Foreign Qualification	10.3	-	92.1	92.1	-
Hons. B.A.	2.6	19.5	94.7	94.7	38.8
Pass B.A.	5.3	30.8	100.0	100.0	69.6
Certificate	-	15.9	-	-	85.5
CAAT Diploma/Equiv.	-	5.7	-	-	91.2
Craft Paper	-	9.1	-	-	100.3

* From Survey of C.S.A.O. C.A.A.T. Academic Librarians, Feb.-Mar. 1973.
 ** From: Systems Research Group.
 Ontario Colleges of Applied Arts and Technology: A study prepared for the Commission on Post Secondary Education in Ontario, 1971.

APPENDIX III
 COMPARISON OF SEX RATIO OF C.A.A.T.
 LIBRARIANS VS. ACADEMIC STAFF

	Female %	Male %
* Librarians	84	16
** Academic Staff	17.5	82.5

APPENDIX I

SALARY SCHEDULE

	Sept. 1/71 - Aug. 31/72	Sept. 1/72 - Aug. 31/73
	Minimum	Maximum
Instructor	\$6,200	\$11,000
Affiliate	6,800	13,100
Assistant	8,300	13,900
Associate	15,000	15,800
Master	9,300	16,900

Co-ordinator - An allowance up to \$1,000 above his salary.
 Senior College Master - A maximum salary of \$2,000 above the Master's maximum salary.
 Cambrian, Northern and Confederation Colleges may increase the above maxima by \$600.

APPENDIX I

SALARY SCHEDULE

ADDENDUM

	Sept. 1/71 - Aug. 31/72	Sept. 1/72 - Aug. 31/73
	Minimum	Maximum
Librarian I	\$7,700	\$11,200
Librarian II	9,300	12,900
Counsellor I	6,200	11,000
Counsellor II	6,800	13,100
Counsellor III	8,300	13,900
Counsellor IV	8,700	15,800
Counsellor V	9,300	16,900

from: Collective Agreement

APPENDIX IV

The Royal Commission on the Status of Women

List of Recommendations

11. We recommend that the pay rates for nurses, dietitians, home economists, librarians and social workers employed by the federal government be set by comparing these professions with other professions in terms of the value of the work and the skill and training involved. (paragraph 252)



For your information



With the compliments of

The Honourable Robert Welch

Provincial
Secretary for
Social
Development

Mowat Block
Queen's Park
Toronto Ontario

416/965-7779

RECEIVED

FEB 18 1974

MINISTER'S OFFICE

February 14, 1974.

The Honourable Robert Welch, Q.C.,
Provincial Secretary for Social
Development,
Room 411, North Wing,
Main Legislative Building,
Queen's Park,
Toronto, Ontario.

Dear Mr. Minister:

My Minister has forwarded to me
your letter of February 11 regarding salary
scales for librarians in the Colleges of
Applied Arts and Technology.

I have asked our Assistant Deputy
Minister responsible for the C.A.T.S. to re-
view the material which you forwarded to us.
I will get back to you as quickly as possible
with the information you require.

Yours respectfully,

Dennis R. Timbrell, M.L.A.,
Parliamentary Assistant
to the Minister.

DRT/fb

Provincial
Secretary for
Social
Development

416/965-5502

Parliamentary
Library
Queen's Park
Toronto

February 11th, 1974.

Ms. M. Trott,
C.A.A.T. Librarian Action Committee,
25 Petman Avenue,
TORONTO, Ontario.
M4S 2S9

Dear Ms. Trott

Thank you very much for forwarding me
another copy of your letter which you had
apparently sent to me on September 21st, 1973,
in which you advise me about the Librarians'
concerns of the Colleges of Applied Arts and
Technology with respect to their pay scales.

Regrettably I did not receive the
original letter, but I will be pleased to discuss
the various points you have raised with my
colleague, the Honourable Jack McNie, Minister of
Colleges and Universities.

You may expect to hear from me again
following my discussions with Mr. McNie.

Yours sincerely,

Robert Welch,
Provincial Secretary.

C.A.A.T. Librarian
Action Committee
25 Petman Avenue
Toronto, Ontario
M4S 2S9

February 21, 1974

The Hon. Jack McNie
Minister of Colleges and Universities
6th Floor
Mowat Block
900 Bay Street
Toronto, Ontario

Dear Mr. McNie;

The Colleges of Applied Arts and Technology Librarians are taking this opportunity to express to you directly our concern about the inequitable salary and classification conditions applied to Academic Librarians in the Colleges.

The inclusion of the Librarians as an integral part of the Academic Unit correctly reflects their vital contribution to the learning process; a contribution perhaps more direct than that of the other minority group, the Counsellors. In spite of our intensive investigation however, we can not understand why we have received such restrictive salary and classification conditions as shown by the excerpt from the current Memorandum of Understanding (attached) and by the omission of Librarians from the Proposed CAAAT Academic Classification Plan for Teaching Masters, Instructors and Counsellors (Dec. 4, 1973).

We feel that one possible reason for these inequitable conditions could be a sexist bias against Librarians who represent only 1% of the bargaining unit and who are the only predominantly (84%) female group in the unit. We have already been in contact with the Honourable Robert Welch regarding this possible factor and believe that he has passed this information to you. We have also discussed the situation with Ms Ethel McLellan and Ms Marjorie Finney of the Ontario Status of Women Council to whom we presented the attached documentation.

While we realize that re-negotiation of the Memorandum of Understanding is currently underway, the present legislation gives responsibility for correcting the unjust salary and classification conditions applied to C.A.A.T. Librarians to the Ministry and the Council of Regents.

The C.A.A.T. Academic Librarians are seeking re-adjustment of their salary ranges and revision of their classification structure to parity with the Teachers and Counsellors. The redressment of these inequitable conditions would recognize the Librarians' essential academic role in the educational process in the Colleges.

When you have had the opportunity to examine this administrative oversight, we would be happy to discuss possible remedies with you at your earliest convenience.

xc. Mr. N. A. Sisco, Chairman, Council of Regents
Mr. H. W. Jackson, Director, Applied Arts and Technology Branch
Mr. D. Light, Chairman, Committee of Presidents

Your truly

Margaret Trott, Chairperson

Robin Inskip, Vice-Chairperson

C.A.A.T. Academic Salary Ranges

APPENDIX I

SALARY SCHEDULE

	Sept. 1/71 - Aug. 31/72		Sept. 1/72 - Aug. 31/73	
	Minimum	Maximum	Minimum	Maximum
Instructor	\$6,200	\$10,400	\$6,500	\$11,000
Affiliate	6,800	12,400	7,200	13,100
Assistant	8,900	13,200	8,800	13,900
Associate	8,700	15,000	9,200	15,800
Master	9,300	16,000	9,800	16,900

Co-ordinator - An allowance up to \$1,000 above his salary.

Senior College Master - A maximum salary of \$2,000 above the Master's maximum salary.
Cambrian, Northern and Confederation Colleges may increase the above maxima by \$600.

APPENDIX I

SALARY SCHEDULE

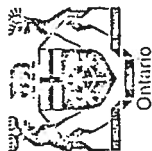
ADDENDUM

	Sept. 1/71 - Aug. 31/72		Sept. 1/72 - Aug. 31/73	
	Minimum	Maximum	Minimum	Maximum
Librarian I	\$7,700	\$10,600 *	\$8,100	\$11,200 *
Librarian II	9,300	12,200	9,800	12,900
Counsellor I	6,200	10,400	6,500	11,000
Counsellor II	6,800	12,400	7,200	13,100
Counsellor III	8,300	13,200	8,800	13,900
Counsellor IV	8,700	15,000	9,200	15,800
Counsellor V	9,300	16,000	9,800	16,900

from: Memorandum of Understanding

* Maximum salary attainable by non-supervisory Academic Librarians
\$ Must supervise another professional Librarian

C.A.A.T. Librarian
Action Committee
25 Petman Avenue
Toronto, Ontario
February 28, 1974



Office of the
Minister

Ministry of
Colleges and
Universities

416/965-7625

Mowat Block
Queen's Park
Toronto Ontario

The Honourable James Auld
Minister of Colleges and Universities
6th Floor, Mowat Block
900 Bay Street
Toronto, Ontario

March 1, 1974.

Dear Mr. Auld:

Congratulations on your appointment as Minister of Colleges and Universities.

Over the past few months we have been in correspondence with The Honourable Robert Welch, The Ontario Status of Women Council, and your predecessor, the Honourable Jack McNie, regarding the restrictive salary and classification conditions applied to Academic Librarians in the Colleges of Applied Arts and Technology. Our investigations have revealed strong evidence of discriminatory sexist conditions applied to this predominantly female (84%) group, a minority (1%) of the Colleges' Academic staff.

We realize that in spite of all precautions and good intentions, correspondence could possibly go astray during Ministerial change-overs. Therefore we are taking this opportunity to send you a complete file of our correspondence regarding the C.A.A.T. Academic Librarians' desires for salary and classification parity with the C.A.A.T. Teachers and Counsellors.

We trust that you will continue the investigation of remedies to this unjust situation, as initiated by Mr. Welch and Mr. McNie.

Yours sincerely,

Margaret Trott
Chairperson

Robin Inskip
Vice-Chairperson

Enclosures

xc. Mr. L. M. Johnston

Certified Mail Reference #p 948269
" " " #p 948268

Dear Ms. Trott:

Thank you for your letter of February 21, 1974 written on behalf of the Colleges of Applied Arts and Technology Librarians.

I understand that the Civil Service Association of Ontario (Inc.) is the exclusive bargaining agent for the academic employees of the Colleges and that the Librarians are part of the academic bargaining unit. I trust you have directed your appeal to the CSAO.

I was aware of your initial appeal to Mr. Welch.

You imply in the fourth paragraph of your letter that the legislation gives responsibility for salary to the Ministry and the Council of Regents. It should be pointed out that the legislation specifically authorizes the employee organization to bargain rates of remuneration. The salary rates for Librarians are, therefore, a matter to be negotiated between the CSAO and the Council of Regents on behalf of the Colleges. The Ministry is not a party to the negotiations. I believe that it would be inappropriate for me to interfere with the negotiating process which is proceeding according to the legislation and which is now at the arbitration stage.

Yours sincerely,

James A. C. Auld
Minister.

Ms. M. Trott, Chairperson,
C.A.A.T. Librarian Action Committee,
25 Petman Avenue,
Toronto, Ontario.
HAS 259

C.A.A.T. Librarian
Action Committee
25 Petman Avenue
Toronto, Ontario
M4S 2S9
March 22, 1974

Mr. N. A. Sisco, Chairman
Council of Regents of Colleges of
Applied Arts & Technology of Ontario
900 Bay Street
Toronto, Ontario

Dear Mr. Sisco:

As you are aware from the recent correspondence of our Committee, (you have already received copies of most of it), the C.A.A.T. Academic Librarians are seeking parity with the Teachers and Counsellors, the other members of the Academic Bargaining Unit, in terms of classification and salary.

The fundamental inequities accorded the C.A.A.T. Academic Librarians in the last arbitration have been clearly recognized and acknowledged by key C.A.A.T. Administrative Librarians in their letter to Mr. R. Hinds, of July 6, 1972 (attached). Indeed, the Arbitration Board itself, recognized the artificially low salary maxima imposed by the original award of April 28, 1972, by partially exempting Librarians in its Supplemental Award of July 3, 1972.

However, the Council of Regents' neglect of Academic Librarians, both in the recent nine-months contract negotiations with C.S.A.O. and in management's omission of Academic Librarians from the proposed revised classification structure for members of the Academic Unit, have prompted the Librarians to approach directly, the principals involved in the C.A.A.T. labour-management scene.

Over the past months we have corresponded with a number of branches of the Government in search of the correct avenue of approach. Mr. R. Welch (then Secretary for Social Development), whom we approached in response to his 'Green Paper' - Equal Opportunity for Women in Ontario: A Plan for Action, directed our material and attention to Mr. J. McNie, Minister responsible for Colleges and Universities. During this period we met with Ms. Ethel McClellan, Co-ordinator of Women's Programs for the Ministry of Labour, and responsible for implementation of the Equal Opportunity Program within the Civil Service, and Ms. Marjorie Pinney, Executive Officer, Ontario Status of Women Council. Ms. Pinney and Ms. McClellan were in agreement with us that C.A.A.T. Academic Librarians suffer discriminatory practices not only in market value but, more importantly, in terms of our Bargaining Unit.

Continued

Mr. N. A. Sisco, Chairman
Council of Regents of Colleges
of Applied Arts & Technology of Ontario

Continued

They considered the correction of this social injustice (classification and salary disparity within our Academic Bargaining Unit), extended beyond the scope of negotiations under the present legislation - The Crown Employees Collective Bargaining Act (CECBA), Section 17(1), 1972. They recommended that we direct our attention to the Minister of Colleges and Universities, as our employer, with a copy to you as Chairman of the Council of Regents.

Mr. Auld's response (attached), declares that the Council of Regents, not the Ministry, is the governmental branch responsible for the Colleges of Applied Arts and Technology. Mr. Auld's contention that the Librarians' problem is purely one of salary, is, we feel, an oversimplification. Our letter to Mr. McNie, of February 21, 1974, clearly stated that the problem was the relationship of classification and salaries to those of the rest of the Academic Bargaining Unit.

The C.S.A.O. Head Office has confirmed that the adjustment of C.A.A.T. Academic Librarians' classification and concomitant salary parity to the rest of the Academic Bargaining Unit, extends beyond the scope of negotiation under the present legislation - CECBA, Section 17(1), 1972. C.S.A.O., in close working contact with C.A.A.T. Academic Librarians, has, for the past nine months, consistently presented the Union position that C.A.A.T. Academic Librarians should receive complete parity with Teachers and Counsellors in the Academic Bargaining Unit. C.S.A.O.'s parity position is acknowledged in the Council of Regents' Submission to the Ontario Public Service Arbitration Board, (March 6, 1974) page 12 (attached). The CECBA Section 17(1), 1972, however, puts the onus for correcting the inequitable classification conditions that have restricted the Librarians' status and salaries, on the Council of Regents.

You should have in your files, copies of our correspondence with the Hon. R. Welch (September 21, 1973) and the Hon. J. McNie (February 21, 1974), with its attached copy of our submission to the Ontario Status of Women Council. These materials present lucidly and concisely the discrimination accorded the C.A.A.T. Academic Librarians, and the need for immediate correction by the appropriate governmental body.

Continued

Mr. N. A. Sisco, Chairman
Council of Regents of Colleges
of Applied Arts & Technology of Ontario

Continued

We trust that you will take the necessary steps to insure that through the impending contract and the revised Academic Unit classification structure, the C.A.A.T.'s will reflect the Province's policy of equal remuneration for work of equal value, recognizing the C.A.A.T. Academic Librarians' vital educational role in the College Academic community. We would be happy to discuss the implementation of the corrective program, at your earliest convenience.

Sincerely yours,

M. Trott

M. Trott

Robert Auld / 1974
John H. Hurd / 1974

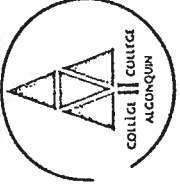
Kenneth To

Dorothy Goffe
Janet Langhorne
Heather McJannet
Wendy Scott
Linda Webb

Francis Davidson - 1974
D. L. Jones

Encl: Letter to R. Hinds, July 6, 1972
Letter from J. Auld, March 1, 1974
Council of Regents' Submission to the Ontario Public Service Arbitration Board, March 6, 1974, Page 12

x.c. The Hon. J. Auld, Minister of Colleges & Universities
The Hon. M. Birch, Secretary for Social Development
Ms. Laura Sabia, Chairperson, Ontario Status of Women Council
Mr. H. W. Jackson, Director, Colleges of Applied Arts & Technology
Mr. D. E. Light, Chairman, Committee of C.A.A.T. Presidents
Civil Service Association of Ontario, Head Office
Ms. E. McClellan, Co-ordinator of Women's Programs,
Ontario Department of Labour
Ms. M. Pinney, Executive Officer, Ontario Status of Women Council



ALGONQUIN COLLEGE OF APPLIED ARTS AND TECHNOLOGY
COLLEGE DES ARTS APPLIQUÉS ET DE TECHNOLOGIE
1395 WOODROFFE AVENUE OTTAWA 5, ONTARIO 1395, AVENUE WOODROFFE

July 6, 1972

Mr. R. Hinds
Staff Relations Officer
Ministry of Universities & Colleges
9th Floor, Mowat Block
900 Bay Street
Toronto 182, Ontario

Dear Mr. Hinds:

We, as some senior members of the Committee of Librarians¹, are concerned about the terms for librarians of the Arbitration CSAO/CAAT Award of Judge Anderson. We do not think the terms adequately recognize the contribution librarians make to the education of both faculty and students in the CAATs. We wonder what we might do to improve the situation. We are writing to you at the suggestion of V.J. Byers, Senior Vice-President, Algonquin.

According to our information neither CSAO nor the CAAT management team consulted with CAAT librarians nor did either make an adequate substantial submission for the librarians to the Judge. Considering the relatively small number of librarians concerned this may be understandable, but from the point of view of librarians' influence and impact this is not acceptable.

Obviously, we think libraries and librarians are important. The Department supports resource centres as witness their commitment to the College Bibliocentre and their recent publication The College Resource Centre (prepared by School Planning and Building Research). The Committee of Presidents supports libraries and resource centre, as witness this quote:

Resource people are teachers, librarians and others involved in education. Such terms might well be dropped in favour of 'learning facilitators' because they do in fact, facilitate the learning process by helping learners to practice efficient research methods. They also provide the human contact which is vital to the learners' understanding of the social sciences and the arts.... Learning facilitators are the key to a viable learning environment.

¹Not all members, since some members of the Committee of Librarians are in CSAO.
...²

The main educational building of the future should be the resource centre, housing resource people, libraries of books, TV tapes, audio tapes etc... Colleges should begin now to build a strong nucleus for the resource centre of tomorrow.²

Librarians are expected to be knowledgeable both in broad and narrow subject areas and in various methods of information handling and retrieval. For this reason the general qualifications for librarians is 2 degrees, which in effect means a higher level of education than is usually demanded of faculty.

We think the CAAT management team supports librarians. We think hard data does exist which could be used by management. For instance, there is a most revealing library of Collective Agreements on the 11th floor of 400 University Ave. (Research Branch, OHRC). You no doubt are aware of the lengthy, recent submissions made to Judge Anderson and Mr. Riddell (CSAO) by David Jones (CSAO Librarian, Humber) and supported by a number of other librarians covered by the CSAO agreement. We could provide you with data, for example:

Librarians	Actual schedule of Mount Royal College, Calgary	Proposed CSAO/CAAT schedule
Starting salary no experience	\$ 8,060. - \$10,751. (depending on degrees)	8,100 - ?
Upper limit	\$13,277. - \$16,619. (depending upon degrees)	\$12,900.
Work Year	10 months	11 months

We think this single example makes part of our case. We do not want to go into detail but let us state that:

1. Originally CAATs paid, relatively speaking, low salaries for librarians. As a result, we suggest there is evidence in the system of problems which may not have developed had more experienced (and expensive) librarians been hired originally.
2. If good librarians currently in the system feel they are not or will not be adequately compensated (compared to faculty, and librarians in similar situations) then some may leave. And losing good staff is not desirable.
3. If compensation for librarians is inadequate, comparatively speaking then we will not be able to recruit good librarians. And the Colleges will suffer again.

We hope we have made our concern clear. We hope you share it. We offer our assistance and we hope to hear from you.

James Feeley
James Feeley, Chairman, Committee of Librarians
Audrey MacLellan
Audrey MacLellan, Vice-Chairman (Humber) Com. of Librarians
Steven Kees
Steven Kees, Treasurer (Niagara) Committee of Librarians

² Committee of Presidents of the Colleges of Applied Arts & Technology of Ontario, Brief submitted to the Commission on Post-Secondary Education in Ontario, (1970)

Excerpt from page 12 of:

Ontario Council of Regents for Colleges of Applied Arts and Technology, Submission to the Ontario Public Service Arbitration Board.

March 6th, 1974

LIBRARIANS

The proposed 1973-74 increase will give Librarians 1 a salary range of \$8,546 to \$11,816, and Librarians 2 a range of \$10,339 to \$13,610. The Association has argued that since Librarians possess qualifications equal to those of faculty, since they work closely with students, and since they are part of the Academic unit, they should be paid as faculty. The Colleges consider Librarians to be a profession with clearly identifiable "market counterparts" in education, industry and government to which they can and must be related in order to be given equitable treatment. Librarians are not in fact Instructors or Masters as the Colleges define those roles, nor does inclusion in the Academic unit necessarily signify inclusion on these pay scales.

Set out on Appendix D (attached) is recent market data on Librarians' salaries. It will be seen that starting rates as proposed for Librarians 1 compare favourably with those shown in Section A of the Appendix; and that the proposed ranges clearly reflect equity for College Librarians as compared with Sections B) and C) of the Appendix.



ONTARIO

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

CHAIRMAN - NORMAN A. SISCO

9TH FLOOR, MOWAT BLOCK, 905 BAY STREET
TORONTO 1B2, 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

U.S.A. - LEADERSHIP
Action Committee
3 Peel Avenue
Brampton, Ontario
June 20, 1974

Mr. James A. C. Auld
Minister of Colleges and Universities
6th Floor
Mowat Block
900 Bay Street
Toronto, Ontario

Dear Mr. Auld;

We appreciate your prompt response of March 1, 1974 to our correspondence with Mr. McNie.

Your fourth paragraph, however, implies a misreading of the fourth paragraph of our letter to Mr. McNie. It should be pointed out that our letter refers specifically to "unjust salary and classification conditions". The salary rates for Librarians are, therefore, not simply a matter to be negotiated between the C.S.A.O. and the Council of Regents on behalf of the Colleges. The Government, through the Ministry and its agencies, therefore, with its control of classification is directly responsible for the framework restricting Librarians' salary negotiations.

Following the implication of your letter that our problem was to be settled between the C.S.A.O. and the Council of Regents, we wrote to Mr. Sisco on March 22, 1974 (x.c.'d to you). Mr. Sisco's response of April 11, 1974 intensified our confusion regarding the agency responsible for C.A.A.T. classification policy. While mentioning a Classification Sub-Committee that has only the power to make recommendations, he pointed out, however, "that Librarians are the employees of their respective colleges and not the Council of Regents or the Ministry of Colleges and Universities ...".

A number of College Presidents, in recent conversations, expressed surprise at the implication of the letter that the Colleges as our employers, according to Mr. Sisco, have control of our classification structure.

Up to the present neither the Ministry of Colleges and Universities nor its subagencies have acknowledged the validity of the Librarians' claim for parity with Teachers and Counsellors by redressment of the inequitable classification and salary conditions. The Librarians' position, however, has been endorsed by, among others, the C.S.A.O. Academic Bargaining Unit and the Ontario Status of Women Council who recommended that:

Since professional librarians in the C.A.A.T.s have academic qualifications equivalent to those of teaching staff and counsellors in the Colleges, and since the library is an integral part of the learning process of the Colleges, the Ontario Status of Women Council recommends that classification of staff in C.A.A.T.s should be by professional and academic qualifications, experience and responsibility and should combine teaching staff, counsellors and professional librarians; salaries and fringe benefits should be equal for all categories within that classification.

Continued

Mr. James A. C. Auld
Minister of Colleges and Universities

Continued

The issue has received considerable attention from the media. The enclosed material includes: i) a presentation to the Ontario Status of Women Council on behalf of community college librarians and ii) and press releases and clippings etc. dealing with the Librarians' situation.

Presently we are contacting the Ministry of Labour, the Ontario Committee on the Status of Women and Ms Leslie Lewis of the Policy and Planning Co-ordination Office of your Ministry who has commenced a project, the purpose of which is to review the current situation respecting women as present-or potential employees in post-secondary education and related institutions.

In spite of the endorsement from the public sector of our educational equivalence to Teachers and Counsellors, it is the Government alone who can sanction this equivalence through the restructuring of classification and salary ranges of C.A.A.T. Librarians. Such action on the part of the Ministry of Colleges and Universities would validate the intent of the Equal Opportunity Program for Women Crown Employees in Ontario.

Since all correspondence thus far from the Government has not clarified which agency has the authority to restructure Librarians' classification in terms of parity with Teachers and Counsellors, we would like to have an interview with you and Dr. J. G. Parr in the very near future to discuss this issue.

Sincerely yours,

Robin Inskip

Ms. Robin Inskip

David L. Jones

Mr. David L. Jones

x.c. Dr. J. G. Parr, Deputy Minister,
Ministry of Colleges and Universities
Mr. N. A. Sisco, Chairman,
Council of Regents for C.A.A.T.s
Mr. L. M. Johnston, Assistant Deputy Minister,
Ministry of Colleges and Universities
Mr. D. E. Light, Chairman,
Committee of Presidents of C.A.A.T.s
Ms. L. Sabia, Chairman,
Ontario Status of Women Council
Ms. E. McLellan, Co-ordinator of Women's Programs,
Ministry of Labour
Civil Service Association of Ontario, Head Office.



Ontario

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.

- 2 -

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

PH 3,6



Ontario

ce of the
ster

Ministry of
Colleges and
Universities

416/965-7625

Mowat Block
Queen's Park
Toronto Ontario

June 26, 1974.

Dear Mrs. Sabia:

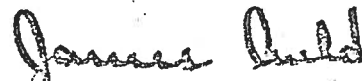
Thank you for your letter of June 17, 1974, in which you advised me of the resolution passed by the Ontario Status of Women Council regarding classification of staff in the Colleges of Applied Arts and Technology.

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.

C.A.A.T. Librarian
Action Committee
3 Peel Avenue
Brampton, Ontario
August 15, 1974

Ms. Laura Sabia, Chairman
Ontario Status of Women Council
801 Bay Street
Toronto, Ontario

Dear Ms. Sabia:

We would like to bring you up to date on the adventures of Community College Academic Librarians since we met with you in mid-June.

We appreciate Ms. Pinney's thoughtfulness in forwarding Mr. Auld's response of June 26th to the "Recommendation of the Ontario Status of Women Council Regarding the Position of Community College Librarians." We regret however, that he does not seem to recognize the inequity of our present classification and salary conditions.

Following the June meeting of the Council and its strong support of the Education Sub-Committee's Recommendation, we wrote to Mr. Auld (copy to you). We are enclosing a copy of his response, courtesy of Dr. Harry Parrott, Parliamentary Assistant to the Minister. As usual, Mr. Auld's response has managed to obscure and confuse a number of important points raised in our letter. Mr. Auld reiterates the position expressed to you regarding the rationale, namely "traditional classification" for teachers and counsellors being based on experience and qualification, and the librarians' classification being job-based. He proposes tradition as sufficient justification. As you know, tradition is discrimination's greatest defence. Mr. Auld similarly dismisses discrimination between librarians who teach library technicians and practicing librarians, with the following statements: "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 dispells any claim of discrimination." We find this type of logic and lack of understanding

Ms. Laura Sabia, Chairman
Ontario Status of Women Council

Continued

The administrative librarians' proposed classification scheme identified the discrepancy between the Ontario universities' position classifications for librarians and the Community Colleges' present scheme. It proposed a four-step system recognizing both supervisory and academic expertise. We find Mr. Auld's comments curious, since the administrative librarians felt a change in the present classification specification was necessary to align it with the current practice in Ontario university libraries.

Mr. Auld's letter discusses at considerable length the "Classification Sub-Committee," the matter of classification and the relationship to the 'normal process of collective bargaining,' directing our attention again to the C.S.A.O. The Classification Sub-Committee frequently referred to in the letter is a management-only committee. Judith Gelber, Staff Representative, C.S.A.O., informs us that a joint C.S.A.O. - Management Committee on which the C.S.A.O. would be able to more than merely plead a case, is one of the items proposed for the new contract. Until that time, the C.S.A.O. lacks the power, or the forum, to effectively act on our behalf in the area of classification. Also of considerable concern is the Sub-Committee's lack of input from college (administrative) librarians - no college librarians sat on the Sub-Committee. A number of administrative librarians did however, meet with Mr. Lynch prior to the preparation of their aforementioned submission. Since the brief's receipt was acknowledged after the date of Mr. Auld's letter, and since the Sub-Committee's conclusions are at odds with that brief, we can only conclude that the Sub-Committee's output reflects none of the college (administrative) librarians' input.

Also of considerable surprise is the comment that the "Subcommittee has also reviewed the staffing policy and the role of the college libraries and is satisfied with the present policy and practice." This statement too, raises some questions. With the dichotomy between policy and practice, as documented in our Brief and Submission to the Ontario Status of Women Council, we wonder whether the official policy has changed - since there has been no appreciable improvement in the practice! We fail to see how anyone could be satisfied with both the policy and the practice! We also are somewhat surprised that a Classification Sub-Committee would have

Ms. Laura Sabia, Chairman
Ontario Status of Women Council

Continued

Beginning librarians' salaries in these jurisdictions are \$1,000-\$1,500 higher than those offered in the Council of Regents' last negotiations' proposal. Even with an extra increase offered by the Council (effective January 1975) the discrepancy between the maximum attainable salary of librarians and teachers is increased. The librarians' proposed beginning salaries are still more than \$1,000 lower than even those in the Ontario Public Service (O.P.S.), our sisters in the C.S.A.O. The present position of the C.S.A.O., our bargaining agent, equating the librarians' salary range to that of the Associate Master (the 2nd highest teaching range) would put the starting salary for college librarians in the same range as many public libraries (see attached).

In our discussion with the Women Crown Employees Office, we received some clarification of the administrative difficulties presented by our current classification and salary structure. It became obvious that, with the growing maturity of Community Colleges, there was a real danger of losing experienced library personnel to more conducive position-based structures. As you know from the Women Crown Employees' Office Brief to the Council, the O.P.S. has five ranges of librarians compared to the three (two in C.S.A.O. and one administrative) ranges in the colleges. The O.P.S. ranges all show considerable overlap, the maximum of one range being near the mid-point of the next higher range, and the differential between the maxima of successive ranges being from \$1,100 to \$2,000. In the C.A.A.T.s, however, the salary range for administrative librarians (in the colleges that are large enough to require Librarian 2 positions that involve supervision of other professional librarians), shows no such relationships. The maximum for the Librarian 2 is below the minimum of the administrative Librarian and the maximum of the administrative Librarian exceeds that of the Librarian 2 by \$10,000 - \$15,000. These considerations cast severe doubt on the 'satisfaction' that the Sub-Committee found in the Colleges' classification and salary structure for librarians.

Since, as you are aware, the Government continually rejects the Ontario Status of Women Council, the C.A.A.T. Librarian Action Committee, and the C.S.A.O. bargaining team's proposals, we are delighted that the C.S.A.O., on its own initiative, has decided to finance our up-grading by re-directing 0.25% of the proposed across-the-board increase, to bring the librarians' salary range parallel to that of the Associate Master.

The victory of the nurses in overcoming the prejudice attached to their female-image profession, to achieve a 50% increase is heartening to us. We are happy that at least one of the female-image professions noted by the Royal Commission on the Status of Women, has broken through the barrier to gain equal compensation for work of significantly equal value. We hope that this event will stimulate the re-examination of other female-image professions, especially librarianship.

Continued

Ms. Laura Sabia, Chairman
Ontario Status of Women Council

Continued

We have not made stunning progress since mid-June, in raising the consciousness of the Ministry and the Council of Regents. However, we have had some encouragement. From our discussions with various interested parties, and from the 'stonewalling' approach of the Ministry and the Council of Regents, it has become quite clear that the question must be larger than the classification and salaries of 40-50 college librarians. We seem, at the very least, to be pawns in an all-out battle between the Government and the C.S.A.O. over the Crown Employees Collective Bargaining Act. Since the Community College librarians are such a small group we feel that the Government has decided to take an unreasonable stand against us to set precedents for use against other female-image groups.

We would like to talk to you in the near future to discuss how we can overcome this unreasonable and obfuscatory stand of the Ministry and the Council of Regents. We hope that your summer has been more productive than ours, and look forward to seeing you in the near future. As always, we appreciate your advice and support.

Sincerely yours,

Robin Inskip

Robin Inskip
C.A.A.T. Librarian Action Committee

David L. Jones

David L. Jones
C.A.A.T. Librarian Action Committee

Enclosures

Copy: The Hon. James A. C. Auld
Minister of Colleges and Universities

C.A.A.T. Librarian
Action Committee
3 Peel Avenue
Brampton, Ontario
August 15, 1974

Mr. James A. C. Auld, Minister
Ministry of Colleges and Universities
Mowat Block
Queen's Park
Toronto, Ontario

Dear Mr. Auld:

Thank you for your interesting response of July 8, 1974 to our letter of June 20, 1974.

We note that you expressed no interest in meeting with us, and once again directed us to the C.S.A.O. We have met with representatives of the C.S.A.O. who have clarified the "normal process of collective bargaining" as it exists for Crown Employees, and the status of classification review procedures. They inform us that a joint C.S.A.O. - Management Committee in which the C.S.A.O. would be able to more than merely plead our case, is one of the items proposed for the new contract. Since this avenue is not yet open to us, and may not be in the final contract, we are deeply disappointed with our Government's lack of interest in the problems of a group of its employees, the community college librarians.

As you know, we have been in touch with the Ontario Status of Women Council over several months, regarding the C.A.A.T. Librarians' inequitable classification and salary structure. Enclosed is a letter sent to Ms. Laura Sabia, Chairman of the Council, analysing our present position. Since your letter is discussed, we thought that it might interest you.

Yours sincerely,

Robin Inskip

Robin Inskip

David L. Jones
David L. Jones

P.S. Please note the new mailing address
of the C.A.A.T. Librarian Action Committee.



Ministry of
Colleges and
Universities

Office of the
Minister

416/965-7625

Mowat Block
Queen's Park
Toronto Ontario

August 29, 1974.

Dear Ms. Inskip and Mr. Jones:

I have received your letter of August 15, 1974 and I am disappointed to learn that you have misinterpreted attempts to answer issues raised in your correspondence as a lack of interest in the College of Applied Arts and Technology Librarians.

I understand that the Academic Negotiating Committee for the Council of Regents had agreed in early June to a committee composed of College and CSAO representatives to recommend a classification system of all employees. The question of salary for librarians is a matter for negotiations between your CSAO representatives and the Academic Negotiating Committee.

It would appear that your interests are in fact being represented in the collective bargaining process and it would therefore be inappropriate for me to meet with your group.

Sincerely,

James A. C. Auld
James A. C. Auld,
Minister.

Ms. R. Inskip and Mr. D. Jones,
C.A.A.T. Librarian Action Committee,
3 Peel Avenue,
Brampton, Ontario.

-FOR IMMEDIATE RELEASE

Ms Margaret Trott
C.A.A.T. Librarian
Action Committee
25 Petnam Avenue
Toronto, Ontario
M5S 2S9

COLLEGE LIBRARIANS FIGHT DISCRIMINATORY CONDITIONS

Librarians in Ontario's Colleges of Applied Arts and Technology whose contract is currently under re-negotiation have written to the Hon. Robert Welch, Provincial Secretary for Social Development seeking investigation and rectification of their restricted salary and working conditions.

The Librarians are bargaining as part of the Academic Bargaining Unit of the Civil Service Association of Ontario, a bargaining unit comprised of college teachers, librarians and counsellors. In their letter they indicate that although the librarians' educational and professional qualifications are at least equivalent to those of the teachers, the classification and salary ranges granted to them in the existing contract are much lower and more restrictive - the maximum salary attainable is limited to \$12,900 some \$4,000 less than the comparable maximum for teachers. Further discrepancies arise since the Librarians must work a longer contract (11 months as opposed to 10 months for the Teachers) for these lower salaries and unless a Librarian supervises another professional librarian his/her maximum is frozen at \$11,200, a level lower than all but one of the 5 Teacher/Counsellor classifications. To add insult to injury, a Teacher who supervises or co-ordinates other teachers may receive a supplement of up to \$1,000 for these duties.

The Librarians' letter shows that the male/female complement of the Librarians is the reverse of that of the bargaining unit as a whole, the Librarians being the only group that is predominantly female (Librarians, 80-85% female; Academic unit, 80-85% male). The other minority, the Counsellors, not a predominantly female group, received a package similar to that of the Teachers. The complete lack of response, or even acknowledgement, of this class action complaint, submitted over six weeks ago (September 21, 1973) indicates a callous disregard by the provincial government of the only predominantly female group in the Colleges of Applied Arts and Technology.

The Librarians are now exploring further courses of action.

November 12, 1973

Distribution: Major U.S. and Canadian
Library Journals
C.A.A.T. Librarians

TABLE 1

COMPARISON OF SEX RATIO OF C.A.A.T.
LIBRARIANS VS. ACADEMIC STAFF

	Female	Male
* Librarians	84%	16%
** Academic Staff	17.5%	82.5%

- * From Survey of C.S.A.O. C.A.A.T. Academic Librarians, April 1974
- ** From: Systems Research Group.
Ontario Colleges of Applied Arts and Technology: A Study
prepared for the Commission on Post Secondary Education
in Ontario. 1971.

TABLE 2 C.A.A.T. Academic Salary Ranges
APPENDIX I

SALARY SCHEDULE

	Sept. 1/71 - Aug. 31/72	Sept. 1/72 - Aug. 31/73
	Minimum	Maximum
Instructor	\$6,200	\$10,400
Affiliate	6,800	12,400
Assistant	8,300	13,200
Associate	8,700	15,000
Master	9,300	16,000

Co-ordinator - An allowance up to \$1,000 above his salary.
Senior College Master - A maximum salary of \$2,000 above the Master's maximum salary.
Cambrian, Northern and Confederation Colleges may increase the above maxima by \$600.

APPENDIX I

SALARY SCHEDULE

ADDENDUM

	Sept. 1/71 - Aug. 31/72	Sept. 1/72 - Aug. 31/73
	Minimum	Maximum
Librarian I	\$7,700	\$10,600 *
Librarian II	9,300	12,200
Counsellor I	6,200	10,400
Counsellor II	6,800	12,400
Counsellor III	8,300	13,200
Counsellor IV	8,700	15,000
Counsellor V	9,300	16,000

from: Memorandum of Understanding

- * Maximum salary attainable by non-supervisory Academic Librarians
- § Must supervise another professional Librarian

★ Black Caucus condemns ALA backtracking on IC investigation

The Black Caucus Steering Committee held its Annual Fall Meeting at the Martin Luther King Memorial Library, Washington, D.C., on Saturday, Nov. 17. After hearing a report from Joslyn Williams on the Procedures employed by the ALA Investigatory Team in its examination of progress made by the Library of Congress in implementing the Kaiser Report recommendations adopted by ALA Council, the Steering Committee deplored and condemned the ALA Executive Director's action for the following reasons:

—Four members of the Black Caucus, including a representative of the Black Employees of the Library of Congress (BELC), met with Mr. Robert Wedgeworth, ALA Executive Director, for approximately four hours on the evening of June 26, 1973, at his invitation, and at that time deplored the fact that the Investigatory Team had devoted most of its first investigation to talks with IC administrative & management staff, giving very little time to employees who brought grievances against the Library. Mr. Wedgeworth agreed to appoint a new Investigatory Team. The four Black Caucus members, including Mr. Williams, the BELC representative, suggested that instead of dismissing the Team, two additional persons who had credibility with the Caucus and the profession should be appointed. The meeting with Mr. Wedgeworth ended with his promise to name two additional persons to the IC Team prior to its September visit. Furthermore, Mr. Wedgeworth accepted the group's advice that one member from the Library Union and another from BELC would accompany the Team to areas of the library's operations where flagrant discriminatory abuses still exist, in order to give the Investigatory Team firsthand knowledge of the Library.

—Mr. Williams reported both that Mr. Wedgeworth subsequently failed to keep the aforementioned promises & that employee dissatisfaction at the Library of Congress continues.

Because of Mr. Robert Wedgeworth's failure of the ALA Black Caucus, the Steering Committee and condemning the actions of the Executive — Edited from a news-release issued 11-18-73
Caucus.

★ It wouldn't hurt

to elect a few more SRRPERS to ALA Council.
ron a signed statement to the effect that y
full name, address, and where you work.

★ Ontario college librarians fight discriminatory conditions

Librarians in Ontario's Colleges of Applied Arts and Technology whose contract is currently under re-negotiation have written to the Hon. Robert Welch, Provincial Secretary for Social Development, seeking investigation and rectification of their restricted salary and working conditions.

The Librarians are bargaining as part of the Academic Bargaining Unit of the Civil Service Association of Ontario, a unit comprised of college teachers, librarians, and counsellors. In their letter, they indicate that although the librarians' educational and professional qualifications are at least equivalent to those of the teachers, the classification and salary ranges granted to them in the existing contract are much lower and more restrictive — the maximum salary attainable is limited to \$12,900, some \$4,000 less than the comparable maximum for teachers. Further discrepancies arise since the Librarians must work a longer contract (11 months as opposed to 10 months for the Teachers) for these lower salaries and unless a Librarian supervises another professional Librarian his/her maximum is frozen at \$11,200, a level lower than all but one of the 5 Teacher/Counsellor classifications. To add insult to injury, a Teacher who supervises or coordinates other teachers may receive a supplement of up to \$1,000 for these duties.

ALA SRT November 1973 # 28 page 18

The Month in Review

News roundup

Managua—Because the 1972 earthquake destroyed or damaged so many libraries in Nicaragua, that country, with support from the Organization of American States, has asked Kent State University's sis to make an on-site evaluation of present and future library and information service needs. The task force (a professor and four grad students) will also visit the cataloging center at the Univ. of Costa Rica.

Sacramento—This California county's board of supervisors has approved a \$4.5 million master plan for county branch library development which is expected to "change the face of library service throughout the county." Phase I funds are to be used in the next 18 months for site acquisition and construction of 3 branches, development at the main branch, and purchase of a bookmobile. Service radius for each branch will be about two miles, encompassing 25,000 to 50,000 people.

★ **Toronto**—Seeking investigation and rectification of their restricted salary and working conditions in comparison with teachers and counsellors, librarians (predominantly female) in Ontario's Colleges of Applied Arts and Technology have instituted a class action complaint with the Provincial Secretary for Social Development. Maximum salary attainable for librarians is \$4,000 less than the comparable maximum for teachers.

★ **Chicago—Dónde? Cuándo? Porqué?** A telephone information center for the Latin community, El Centro de Información, opened at the Chicago Pt. in December. Callers who dial 269-2940 will reach a Spanish-speaking reference librarian, geared to answer questions of non-English-speaking people adjusting to a different culture.

Washington, D.C.—Alphonse F. Trezza, Illinois State Library Director, was elected Chairman of the Chief Officers of State Library Agencies (cos.a.) at their organization meeting here Nov. 29. The group's purpose is to provide a

Library \$\$\$

Some \$100 million for LSCA! More than \$100 million for ESEA III! These, in addition to part of the \$76.5 million under NDEA III, are the funds now available for library-related programs and resources thanks to two happy developments in Washington just before Christmas:

- 1) The President signed the FY 1974 Labor-HEW appropriations bill (PL 93-192), which provides for some \$137 million in ESEA II and LSCA money (assuming the 5-percent maximum impoundment), where at ALA Las Vegas in June the word was "zero"; and
- 2) The Administration released \$10 million of impounded FY 1973 ESEA II funds and was expected to release \$51.7 million of the same in LSCA money (Title I, \$32 million; II, \$15 million; III, \$4.770,000) also before Christmas.

The ALA Washington Office called it a cause for celebration, but cautioned that, with complete uncertainty about FY 1975, extra care and thought must go into the expenditure of the present funds. (Background on this and other developments appears in "ALA Washington Notes," p. 372.)

Not part of the impoundment victory are programs under HEA II, which must make do with a \$14 million 1974 appropriation, about \$4 million under its 1973 operating level.
—Dec. 20, 1973

Flesh appeal flops in Georgia, Heads for high court

Billy Jenkins is a movie theater manager in Albany, Ga. In March 1972 he showed the R-rated film *Carnal Knowledge*, which brought the courts down on his head with a fine of

STATUS

THE SPECIAL LIBRARIES ASSOCIATION BOARD OF DIRECTORS at its October meeting voted to endorse the ACRL (Association of College and Research Libraries) Joint Statement on Faculty Status of College and University Libraries. The statement notes that, since college and university librarians function essentially as part of the faculty, they should be granted faculty status. The function of the librarian as participant in the processes of teaching and research is the essential criterion of faculty status, which should bring with it the same rights and responsibilities as for other members of the faculty.

THE SPECIAL LIBRARIES ASSOCIATION

BOARD OF DIRECTORS at its October meeting voted to endorse in principle the AALS (American Association of Library Schools) Position Paper on Continuing Library Education. The statement urges the library profession to adopt a vigorous role in providing opportunities for continuing education for the entire profession. The statement discusses the need for, objectives of, content of and organizational structure for continuing education. Appended to it are recommendations for action.

LIBRARIANS IN ONTARIO'S COLLEGES OF APPLIED ARTS AND TECHNOLOGY

whose contract is currently under review have written to the Hon. Robert Welch, Provincial Secretary for Social Development seeking investigation and rectification of their salary scales and working conditions. The Librarians are negotiating as part of the Academic Bargaining Unit of the Civil Service Association of Ontario, a unit comprised of college teachers, librarians and counsellors. They indicate that although the librarians' educational and professional qualifications are at least equivalent to teachers', the classification and salary ranges granted to them in the existing contract are much more restrictive since the Librarians must work a longer contract for lower salaries.

The Librarians maintain that the male/female complement of the Librarians is the reverse of that of the bargaining unit as a whole, the Librarians being the only group that is predominantly female (Librarians, 80-85 per cent female; Academic unit, 80-85 per cent male). The other minority, the Counsellors, not a predominantly female group, received a package similar to that of the Teachers.

of Central American Materials will be the special topic for discussion. In addition there will be reports of progress made in the past year on matters concerning Latin American acquisitions and bibliography in general and a series of workshops which will include: Instruction in the Use of Latin American Library Materials including Formal Courses in Latin American Bibliography, "Publications of Inter-American and International Organizations," "Book Dealers and Their Problems," and the "Commercial Reprinting and Reproducing of Latin American Materials." Registration in the Nineteenth Seminar is \$15.00 for members of SALALM and \$25.00 for non members. Preprint working papers are included in the registration fee and are available only by registering in advance. All students will be admitted to the conference without charge but must register and pay a fee of \$7.50 if they wish sets of the working papers. The conference coordinator is Nettie Lee Benson, Librarian, Latin American Collection, University of Texas Library, Austin, Texas 78712. Information on the content of the program and working papers may be procured from Rosa Mesa, Documents Department, University of Florida Libraries, Gainesville, Florida 32601. For other information refer to the SALALM Secretariat, Pauline P. Collins, Executive Secretary, University of Massachusetts Library, Amherst, Massachusetts 01002 USA.

CLA MEMORIAL FUND

The Board of Directors of the Canadian Library Association has recently established a consolidated Memorial Fund for all deceased CLA members. Contributions can be sent to:

CLA Memorial Fund
Canadian Library Association
151 Sparks Street
Ottawa, Ontario K1P 5E3

The Action Committee has charged that the teaching faculty and counsellors have received contracts with higher benefits because both groups are predominantly male. Librarians, it asserts, get smaller salaries and fewer benefits because they are predominantly female.

The Action Committee, reports Margaret Trott, has asked Robert Welch, provincial secretary for social development, to initiate an investigation into discriminatory practices at CAAT. In a letter to Welch, the group charged that under the existing contract the maximum salary for librarians is some \$4000 less than the maximum for teachers—even though the educational and professional qualifications for both groups are equivalent. Also librarians must work a longer contract for these salaries (11 months as opposed to ten months for teachers). Unless a librarian is in a supervisory position, said the committee, her wages are frozen at \$11,200—a salary level lower than all but one of the five Teacher/Counsellor classifications. Teachers who supervise, it noted, receive a supplement of up to \$1000 for these duties.

Welch has not acknowledged this class action complaint thus far, and the Action Committee says that this lack of response "indicates a callous disregard by the provincial government of the only predominantly female group in the Colleges of Applied Arts and Technology." The librarians are now exploring further courses of action.

CANADIAN TEACHERS ASSN. RECRUITS LIBRARIANS

At the urging of its membership committee, the Canadian Association of University Teachers has launched a campaign to recruit professional librarians into its ranks, an indication that Canadian academic librarians are gaining new status. CAUT, which is the equivalent of the American Association of University Professors, will presumably work to win faculty status and benefits for librarians.

CAUT has contacted "local associations" in its recruitment drive. Thus far, librarians have joined CAUT from "liberal associations" representing Alberta, British Columbia, Calgary, Dalhousie, Guelph, Lakehead, Laurentian, Lethbridge, McGill, McMaster, Memorial, Moncton, Mount Allison, Notre Dame of Nelson, Nova Scotia Technical College, Ottawa, St. Mary's Regina, Saskatoon, Simon Fraser, Victoria, Waterloo, Waterloo Lutheran, and Windsor. Five associations, reports the CAUT Bulletin, said that they do not permit librarians to be members.

SLA Endorses Faculty Status: The board of directors of the Special Libraries Association recently voted its endorsement of the Joint Statement on Faculty Status

Also criticized were provisions calling for dismissal hearings before an administrator rather than a faculty committee—hearings which put the burden of proof on the individual; indefinite extensions of "normal" probationary periods.

In a letter to the board of regents, Dr. Bertram H. Davis, AAUP general secretary, urged that the agreement be voted down. Said Davis, the grievance and arbitration procedures are so narrowly confined as to be virtually useless. By giving the administration and board "almost unlimited license to proceed in disregard of faculty judgment as well as unilaterally to change major policies," he charged, "the proposed agreement would place the faculty in a position of subservience which can lead only to a radical erosion of faculty influence and university quality."

Update: Faculty members at the University of Hawaii overwhelmingly rejected the proposed faculty status agreement by a vote of 1,301 to 279, and there's a strong chance that the union (Hawaii Federation of College Teachers), which was voted in last year, will be ousted; reports Millie Jue Tsui, secretary of Hawaii's AAUP. The AAUP and a National Education Association local called the College and University Professionals Association plan to form a coalition—the University of Hawaii Professional Assembly—which would take over as the faculty's bargaining agent. The AAUP has already said yes to the proposal, and CUPA will be voting on it as this story goes to press.

Tsui noted that the university was one of the last state agencies to get union representation for its members, and that the

Library Journal
R. R. Bowker Co.
New York City, U.S.A.

circ. approx. 40,000

January 15, 1974

ONTARIO COLLEGE LIBRARIANS SEEK FACULTY BENEFITS

The contract for librarians in Ontario's Colleges of Applied Arts and Technology is under "renegotiation," and a newly formed Librarians Action Committee is now working for higher salary levels for librarians—comparable to those of faculty members. The librarians are represented by the Academic Bargaining Unit of the Civil Service Association of Ontario, which carries out negotiations for college teachers and counsellors as well as librarians.

that one of DCPL's problems is that no one ever leaves. One gripe the union proponents have, he said, is dissatisfaction with his insistence that all staff in professional positions get library school degrees—which many do not want to do. As many as "one-third to one-half" of DCPL "professionals" have no library school training, he said.

Byam said he didn't think that librarians need the protection of a union which they have a library administration which is looking out for their concerns. He agreed, however, that the previously organized maintenance workers in the library probably needed union representation to cure for their interests.

SFPL Paraprofessionals Form a Union
Section: Library technical assistants and clerks at the San Francisco Public Library have formed their own section of Local 400 of the library's union. Members of this new section, reports the SFPL newsletter, plan to contribute toward "better library service, both within the SFPL system and in the community."

AAUP SCORES HAWAII PROPOSAL: FACULTY RIGHTS AT ISSUE

The American Association of University Professors (AAUP) has denounced a proposed union-negotiated agreement governing faculty status at the University of Hawaii as a move to "demolish academic freedom and tenure." The agreement, which must be ratified by the faculty and the Board of Regents before it goes into effect, was developed in negotiations between the university and the College of Teachers.

The AAUP proposal is university's academic freedom and tenure. The agreement will be accepted and has ever since higher learning. The AAUP's position is that the university is one of the last state agencies to get union representation for its members, and that the

Among them: offering term appointments "renewable at the pleasure of the administration" as an alternative to tenure, in a report issued last year, incidentally, the Commission on Academic Tenure in Higher Education said that term appointments were not a viable alternative to tenure, although some changes in the latter are needed (LJ, May 15, 1973, p. 1538).

Under the agreement, said the AAUP, the university administration need not supply reasons for nonrenewal of tenure, thus depriving post-probationary faculty members of "basic academic due process." It also noted that "no provisions for appeal are evident."

TO: C.A.A.T. Academic Librarians

PN 1

FROM: David L. Jones, C.A.A.T. Librarian Action Committee

DATE: May 10, 1974

Since last September when the press release prepared by this Committee was circulated to you and to the library press, the Committee has been persuing its efforts to redress the discriminatory conditions of C.A.A.T. Academic Librarians vis a vis other members of the Academic Bargaining Unit (the Teachers and Counsellors).

We received no response from the government until late in January, after copies of the Library Journal coverage of the Ontario Community College Librarians' problems were forwarded to the Ministry. Also, late in January, we contacted the Ontario Status of Women Council and the Co-ordinator of Women's Programs for Ontario, Ms Ethel McLellan. On February 19th five C.A.A.T. Academic Librarians along with a representative of the Institute of Professional Librarians of Ontario (as observer) met with Ms McLellan and Ms Marjorie Pinney (Executive Officer, Ontario Status of Women Council).

Following their suggestions, we wrote to the Minister of Colleges and Universities. Mr. Auld responded denying responsibility and authority regarding our problems. Ignoring all but the salary aspects of our case, he directed us to our bargaining agent, the C.S.A.O. (who were already in full support of the Librarians' right to parity with Teachers and Counsellors). Since responsibility for classification was denied by the Ministry, we wrote to Mr. N. A. Sisco, Chairman, Ontario Council of Regents for Colleges of Applied Arts and Technology. Mr. Sisco responded in true bureaucratic form. He referred to a management committee to which we have no input and he advised us that we are employees of our individual Colleges, implying that we should direct our efforts individually within our respective Colleges - an approach sure to fail!

Early in April we again approached the Ontario Status of Women Council and a meeting of three Community College Librarians with Ms Laura Sabia was arranged for April 23rd. At that meeting we indicated some of the problems and paradoxes faced by C.A.A.T. Academic Librarians - ie.

1. Stated college policy on the role and importance of the Library-Resource Centre
vs.
The Colleges' lack of support of Library-Resource Centres and their staff
2. Salary and working conditions of Librarians
vs.
Salary and working conditions of equivalently qualified Teachers and Counsellors
3. Salary and working conditions of Librarians who work in College Libraries
vs.
Salary and working conditions of Librarians who teach in Library Technicians programs
4. The narrow and low classification/salary package of Librarians, a predominantly female group
vs.
The classification/salary package of Teachers and Counsellors, predominantly male groups
5. The standardized classification scheme proposed for Teachers and Counsellors, based on educational and experiential background
vs.
The omission of any revision to the unworkable position classification of Librarians, based only on supervisory function.

Ms Sabia felt that the Community College Librarians definately had a case that should be put to the Ontario Status of Women Council at its next regular session and asked that a formal presentation be made at that time (May 9, 1974). The presentation received a positive response from members of the Council. The Council itself directed its Education Sub-committee to look into our problems and present recommendations at the Council's next session.

LIBRARIANS MUST ACT NOW ---- CONTRACT NEGOTIATIONS WILL SOON RE-OPEN

ONTARIO COLLEGE OF APPLIED ARTS AND TECHNOLOGY ACADEMIC LIBRARIANS
SUFFER DISCRIMINATORY CONDITIONS

The common image of the spinsterly Librarian does not reflect the Library profession to-day! However, despite the Royal Commission on the Status of Women recommendation number 11 (paragraph 252) and strong statements from the Colleges of Applied Arts and Technology endorsing the vital educational role of Library-Resource Centres and of Librarians as 'learning facilitators' of equal importance to Teachers, the classification, salary and working conditions of C.A.A.T. Academic Librarians are far from equal to those of Teachers and Counsellors.

The Community College Librarians feel that the primary cause of this disparity between Librarians and their fellow educational facilitators is sexist bias. In general terms, the image of Librarianship as a female profession has been recognized by the Royal Commission on the Status of Women. Librarians, representing 1% of the C.A.A.T. Academic Community, are the only predominantly female component of that community: the other components, the Teachers and Counsellors are both predominantly male. (Table 1, attached)

Librarians possess educational and experiential qualifications equivalent to or better than those of Teachers and Counsellors. Classification and salary scales of the present and proposed contracts clearly show management's bias against Librarians. (Table 2, attached)

The maximum attainable salary for a Librarian is \$4,000 less than that for an equivalently qualified Teacher or Counsellor.

Over the past 12 months since contract negotiations began, the C.A.A.T. Academic Librarians have been campaigning both through the C.S.A.O. (their bargaining agent) and directly to the Government (the Crown Employees Collective Bargaining Act places classification responsibility with management). Our goal is parity with College Teachers and Counsellors.

The accompanying releases summarize our progress and frustrations.

LIBRARIANS MUST ACT NOW - CONTRACT NEGOTIATIONS RE-OPEN MAY 29, 1974

May 27, 1974

For further information, contact:

Robin Inskip	or	David Jones
416-884-9901		416-676-1200 Ext 247
416-244-3866 (evenings)		416-453-1680 (evenings)

TABLE 1 COMPARISON OF SEX RATIO OF C.A.A.T. LIBRARIANS VS. ACADEMIC STAFF			
	Female		Male
* Librarians	84%		16%
** Academic Staff	17.5%		82.5%

- * From Survey of C.S.A.O. C.A.A.T. Academic Librarians, April 1974
- ** From: Systems Research Group.
Ontario Colleges of Applied Arts and Technology: A Study
prepared for the Commission on Post Secondary Education
in Ontario. 1971.

TABLE 2 C.A.A.T. Academic Salary Ranges APPENDIX I			
SALARY SCHEDULE			
	Sept. 1/71 - Aug. 31/72	Sept. 1/72 - Aug. 31/73	
	Minimum	Maximum	Maximum
Instructor	\$6,200	\$10,400	\$11,000
Affiliate	6,800	12,400	13,100
Assistant	8,300	13,200	13,900
Associate	8,700	15,000	15,800
Master	9,300	16,000	16,900

Co-ordinator - An allowance up to \$1,000 above his salary.
Senior College Master - A maximum salary of \$2,000 above the Master's maximum salary.
Cambrian, Northern and Confederation Colleges may increase the above maxima by \$600.

APPENDIX I SALARY SCHEDULE ADDENDUM			
	Sept. 1/71 - Aug. 31/72	Sept. 1/72 - Aug. 31/73	
	Minimum	Maximum	Maximum
Librarian I	\$7,700	\$10,600 *	\$11,200 *
Librarian II §	9,300	12,200	12,900
Counsellor I	6,200	10,400	11,000
Counsellor II	6,800	12,400	13,100
Counsellor III	8,300	13,200	13,900
Counsellor IV	8,700	15,000	15,800
Counsellor V	9,300	16,000	16,900

From: Memorandum of Understanding

* Maximum salary attainable by non-supervisory Academic Librarians
§ Must supervise another professional Librarian

PRESS RELEASE
-FOR IMMEDIATE RELEASE

Ms. Margaret Trott
C.A.A.T. Librarian
Action Committee
25 Petman Avenue
Toronto, Ontario
M4S 2S9

COLLEGE LIBRARIANS FIGHT DISCRIMINATORY CONDITIONS

Librarians in Ontario's Colleges of Applied Arts and Technology whose contract is currently under re-negotiation have written to the Hon. Robert Welch, Provincial Secretary for Social Development seeking investigation and rectification of their restricted salary and working conditions.

The Librarians are bargaining as part of the Academic Bargaining Unit of the Civil Service Association of Ontario, a bargaining unit comprised of college teachers, librarians and counsellors. In their letter they indicate that although the librarians' educational and professional qualifications are at least equivalent to those of the teachers, the classification and salary ranges granted to them in the existing contract are much lower and more restrictive - the maximum salary attainable is limited to \$12,900 some \$4,000 less than the comparable maximum for teachers. Further discrepancies arise since the Librarians must work a longer contract (11 months as opposed to 10 months for the Teachers) for these lower salaries and unless a Librarian supervises another professional librarian his/her maximum is frozen at \$11,200, a level lower than all but one of the 5 Teacher/Counsellor classifications. To add insult to injury, a Teacher who supervises or co-ordinates other teachers may receive a supplement of up to \$1,000 for these duties.

The Librarians' letter shows that the male/female complement of the Librarians is the reverse of that of the bargaining unit as a whole, the Librarians being the only group that is predominantly female (Librarians, 80-85% female; Academic unit, 80-85% male). The other minority, the Counsellors, not a predominantly female group, received a package similar to that of the Teachers.

The complete lack of response, or even acknowledgement, of this class action complaint, submitted over six weeks ago (September 21, 1973) indicates a callous disregard by the provincial government of the only predominantly female group in the Colleges of Applied Arts and Technology.

The Librarians are now exploring further courses of action.

November 12, 1973

PN 3,4

Distribution: Major U.S. and Canadian
Library Journals

C.A.A.T. Librarians

ONTARIO STATUS OF WOMEN COUNCIL SUPPORTS COMMUNITY COLLEGE LIBRARIANS'ANTI-DISCRIMINATION FIGHT

The Ontario Status of Women Council at its June meeting passed the following recommendation supporting the Ontario Community College Librarians' fight for equality with College Teachers and Counsellors.

Since professional librarians in the C.A.A.T.s have academic qualifications equivalent to those of teaching staff and counsellors in the Colleges, and since the library is an integral part of the learning process of the Colleges, the Ontario Status of Women Council recommends that classification of staff in C.A.A.T.s should be by professional and academic qualifications, experience and responsibility and should combine teaching staff, counsellors and professional librarians; salaries and fringe benefits should be equal for all categories within that classification.

The College Librarians, 85% of whom are women, charge that their present low salaries and restricted classification scheme are the result of sexist bias. While the Librarians are among the most highly qualified members of the academic staff, their salary maximum of \$11,200 is \$5,700 less than that of similarly qualified Teachers and Counsellors. Only if a Librarian supervises another professional Librarian [a situation applying to less than half-a-dozen Librarians] can her/his salary rise to \$12,900, still \$5,000 less than that of a Teacher or Counsellor with similar responsibilities. For these meagre salaries the Librarians work a month longer than the Teachers; Teachers who work the extra month receive a 10% bonus.

Although official policy of the Colleges and the Ministry of Colleges and Universities indicates that Librarians, Teachers etc. are all considered 'learning facilitators' of equal importance to the educational role of the College, the repeated attempts of the Librarians to restructure their classification and salary conditions to parity with Teachers and Counsellors have been rebuffed and ignored! In fact, in negotiations between the Government and the Academic Staff (Teachers, Librarians & Counsellors) the Government's last offer would actually have increased the discrepancy in maximum attainable salary by 16% in the period between August 31, 1973 and September 1, 1974. The offer also still left the beginning Librarian's salary \$1,500 - \$3,000 below that paid equivalently qualified Teachers and Counsellors.

Armed with the Ontario Status of Women Council's support of their right to parity, the Librarians shall again approach the only people who can change these discriminatory practices, the Ministry of Colleges and Universities.

- 30 -

June 17, 1974

For further details contact:

Mr. David Jones, (Reference Librarian
Humber College)

phone 416-453-1680 (evenings)

or

Ms Robin Inskip (Campus Librarian, Seneca
College, King Campus)

phone 416-244-3866 (evenings)

Community College Librarians

Fighting Toward Wage Parity

Ontario's community college librarians are fighting the Ministry of Education for wage parity with members of college teaching and counselling staff.

The 60 librarians, representing colleges from across the province, have been campaigning for "equal rights" for more than a year now, just as the community college teachers have in their battle for increased salary benefits.

Working indirectly through their bargaining agent, the Civil Service Association of

Ontario (CSAO), and protesting directly to the government, librarians are saying college libraries are vital learning centres and that wages should reflect the planning and organization involved to keep them that way.

David Jones, reference librarian at Humber College's north campus, said the dispute only affects library employees, and not the department heads.

"Library heads are considered part of the

to prepare students for future careers. We order and organize course materials, and teach students to use literature properly so they will be up-to-date in their particular field of study."

He said the CSAO is now bargaining for college library employees, but if teachers receive the salary increases they are asking for, the library staff will be in exactly the same position they are today.

COUNCIL OF REGENTS

"Our problem is that the librarian's classification is controlled by the Council of Regents. The CSAO is now attempting to increase salaries, but the Council of Regents is not willing to restructure those classifications."

Library representatives presented a brief to the Ontario Status of Women Council (OSOW) educational subcommittee earlier this month, and members will appeal to the ministry June 13.

"We're in a fairly weak position," Mr. Jones admitted. "We can't strike, and even if we did, it wouldn't be that effective."

"The library wouldn't immediately close if we all departed."

ministration and paid administrative salaries," he explained.

Mr. Jones said librarians are required to have the same educational background as members of the teaching and counselling staff, but are paid about 25 per cent less in salaries.

"Librarians must have a master's degree in library science, and must have an undergraduate degree in a specialized field. In many cases, the librarians have a better educational background than the teaching staff."

SALARIES

He said the starting salary, listed as \$8,100 in 1972-73 contracts, is still \$1,000 below most public or provincial library wages.

"That's about 10 to 15 per cent less than the salary offered in different jurisdictions," he explained.

The maximum attainable salary for a librarian is \$4,000 less than the salary for an equivalent qualified teacher or counsellor, and Mr. Jones said library employees are still expected to work one month more each year than their teaching counterparts.

To further discriminatory conditions, he said females represent 80 to 85 per cent of the overall library staff, and therefore represent a minority group in contract negotiations.

FUNDAMENTALS

Librarians who teach the fundamentals as a community college course have the same fringe benefits as teachers do, he said.

"The teaching librarians have to have the same background as we do, but it looks like only the practicing librarians are getting short-changed."

"Our fundamental purpose is

Librarians claim pay discrimination

ed from \$3,100 to \$11,200. In a second, supervisory category, wages ranged from \$9,800 to \$12,900.

The contract is currently under negotiation by the Ontario Council of Regents and the Civil Service Association of Ontario which represents the librarians.

In most large public libraries, the starting salary for a librarian is \$3,800 to \$10,500, Jones said.

Librarians in Ontario's community colleges are being paid less than academic staff mainly because most of them are women, a spokesman for a librarian action group said last night.

David Jones, a Humber College librarian and a member of the Metro-based group of five, blamed the "female image" of his profession for its "second class treatment" and lower pay scale compared with college teachers and counsellors.

In a press release, the action group accuses the province of sex bias and says the maximum salary for community college librarians is \$4,000 less than the maximum for a teacher or counsellor.

Under a two-year contract covering about 60 of the province's 80 community college librarians which expired August, salaries for librarians in the first of two categories rang-

BUT SHE said it had been difficult to find anyone willing to listen to the case on behalf of about 70 community college librarians.

In a brief to the council, the librarians called this "a callous disregard by the provincial government of the only predominantly female group in the colleges of applied arts and technology."

Mary Campbell, representing the institute of professional librarians, and chairman of its status of women committee, said that it was the worst case of discrimination she had come across.

LIBRARIANS' wage classification, she said, was totally inadequate, especially as librarians in secondary schools have parity with the teaching staff.

The status of women committee will let its education committee study the issue further to see how it can support the librarians.

The Spectator, Friday, May 10, 1974 51

College library workers complain

Spectator Staff

TORONTO — Ontario community college librarians complained yesterday of discrimination which is giving them a bad deal compared to teaching staff.

Librarians are of equal importance to teachers and counsellors, said Robin Inskip, a librarian at Seneca College, but salary and working conditions are far from equal.

SHE WAS appealing to the Ontario status of women council for support in the librarians' attempt to obtain parity with community college teachers and counsellors.

"We play a key role in the education of individuals, but it is just not recognized," said Mrs. Inskip. "This is a classic case of overt sex bias."

She explained that in contrast with the teaching staff the librarians were predominantly female. And although in most cases librarians were equally well qualified, their maximum salary was \$3,600 less than equally qualified teachers and counsellors.

Community college librarians cite sex bias, seek wage

By KATHLEEN REX

The Ontario status of librarians council has said the primary cause of the disparity whereby a librarian earns as much as \$3,000 less than an equivalently qualified teacher or counsellor.

Some 63 librarians, 55 per cent of them women, work in community colleges who are demanding wage parity with teachers in the colleges.

At its monthly meeting to review the council is expected to approve a resolution backing the community colleges and are involved in the dispute. Another 25 librarians, again most of them in Ontario as only one or two in other instances, have the supervising librarian is not in the bargaining unit.

Mr. Jones, who is a librarian at Hunter College, said that in British Columbia and Alberta, librarians in the high schools and the colleges are given parity with the teachers. "Our role in the education of students is of equal value," he said. "The philosophy of students is of equal value."

Mr. Jones said a librarian must supervise another professional librarian. There are 100 between Jan. 1 and Aug. 31, 1973.

Mr. Jones said a librarian must supervise another professional librarian. There are 100 between Jan. 1 and Aug. 31, 1973.

Mr. Jones said a librarian must supervise another professional librarian. There are 100 between Jan. 1 and Aug. 31, 1973.

He went on to explain that librarians in the colleges are demanding parity with teachers and yet they are being offered \$2,000 less than they'd be paid in the market place. By this he explained that a librarian just out of library school, with a master of library science degree, is paid between \$10,000 and \$10,600 in Toronto Public Libraries. As in the community colleges a master teacher must have a bachelor of arts degree, Mr. Jones said. Librarians must have a degree of Bachelor of Arts, plus a graduate degree in library science.

However, a teacher at the master level was earning \$10,437 minimum and \$10,000 maximum, in the Sept. 1, 1973, to Aug. 31, 1974, period, to be increased to \$11,370 and \$10,920 between Sept. 1, 1974, and Aug. 31, 1975.

A librarian I in the civil service is better off, with a starting salary of \$9,700. And a librarian IV in the civil service, which is closest to the CAAT librarian II, makes a minimum of \$12,627 and a maximum of \$13,223.

"We are being offered in 1975 what the public service librarians had in July, 1973," Mr. Jones said.

Mr. Jones, together with Robin Inskip of Seneca College, and Mary Campbell, director of the Institute of Professional Librarians of Ontario, appeared before the Status of Women Council at its May meeting. Miss Campbell described the situation with the librarians as the worst case of discrimination that has come to her attention.

Mr. Jones, together with Robin Inskip of Seneca College, and Mary Campbell, director of the Institute of Professional Librarians of Ontario, appeared before the Status of Women Council at its May meeting. Miss Campbell described the situation with the librarians as the worst case of discrimination that has come to her attention.

parity with teachers

Librarians' salaries

The article Community College Librarians Cite Sex Bias (June 12) accurately reported the plight of the College of Applied Arts and Technology academic librarians. There are, however, three questions raised by this article which I should like to bring to your attention.

First, what is the rationale behind the Council of Regents' decision not to grant wage parity between CAAT academic librarians and teachers? Is it because they are under the false impression that the role of a librarian as a learning facilitator is inferior to that of the teacher? Or, is it because librarianship is essentially considered to be a female profession and, therefore, the librarian does not need to be paid as well as the teacher?

Second, why are equally qualified librarians subject to such differences in starting salaries when employed by institutions which are the responsibility of the same Cabinet minister? Public, college and university libraries are the responsibility of the Minister of College and Universities, and each demands the same basic educational requirements of a beginning librarian.

Third, what is the reason for the discrepancy between the salary ranges of librarians working within the realm of the Ministry of Colleges and Universities and librarians working in other provincial ministries? Again, there are no differences in the basic educational requirements.

I believe that if the provincial Government is striving to eliminate discrimination, and in particular sex discrimination, then its leaders should seek answers to these basic questions:

James G. Ward
Librarian
St. Clair College
Thames Campus
Chatham

THE GLOBE AND MAIL, WEDNESDAY, JUNE 26, 1974

Women's Status Group Backs College Libraries

The Ontario Status of Women Council has agreed to support Ontario community college librarians in their fight for equality with college teachers and counsellors.

Members also said salaries and fringe benefits should be equal for all categories within that classification.

College librarians — 85 per cent of them women — charged early last month their low salaries and restricted classification scheme is the result of "sexist bias."

Their maximum salary is \$11,200; almost \$2,000 less than paid to similarly qualified teachers and counsellors. For the six librarians throughout the province who supervise either libraries, salaries can rise to \$12,000. But librarians say that maximum figure — applied to only a very few — is still \$5,000 less than given to teachers and counsellors with the same duties and responsibilities.

After unsuccessful negotiations with the provincial government, librarians will approach the Ministry of Colleges and Universities within the next two months to request their classifications be changed.

THE DAILY TIMES, Tuesday, June 25, 1974, PAGE 3

Brampton, Ontario

ora feliciter

Newsletter of the Canadian Library Association

Volume 20 Number 7 August 1974

WAGE DISPARITY

"Sex bias" is the primary cause of wage disparity claim Ontario community college librarians who earn as much as \$5,000 less than equally qualified teachers and counsellors.

Backed by the Ontario Status of Women Council, the College of Applied Arts and Technology (CAAT) academic librarians have been demanding wage parity with teachers in community colleges for more than a year through their bargaining agent, the Civil Service Association of Ontario.

"Our role in the education of students is of equal value," said David Jones of the CAAT Librarian Action Committee and librarian at Humber College in Toronto. "The philosophy of the community colleges is to provide students with the standard equipment to find jobs . . . Librarians teach students how to use library resources and how to learn themselves . . . We are involved in selecting and making sure the required material is always on hand."

Mr Jones said the last offer management (the Council of Regents) made would raise the salary of a librarian I to a minimum of \$9,447 and a maximum of \$13,063 by 31 December 1974, with an additional \$400 between 1 January and 31 August 1975. (A librarian I now makes a minimum of \$8,100 and a maximum of \$11,200.) However, pointed out Mr Jones, this offer increases the teacher-librarian discrepancy by six per cent over the life of the contract.

It would give a librarian II a minimum of \$11,430 and a maximum of \$15,045 by 31 December 1974 with an additional \$400 between 1 January and 31 August 1975.

A librarian I in the civil service was better off in 1973, with a starting salary of \$9,706. And a librarian IV in the civil service, which is closest to the CAAT librarian II, made a minimum of \$12,627 and a maximum of \$15,236.

"We are being offered in 1975 what the public service librarians had in July 1973," said Mr Jones.

Ontario college librarians seek wage parity with faculty

Librarians in Ontario community colleges have rejected the latest salary offers of College of Applied Arts and Technology (CAAT) management (the Council of Regents); they are demanding wage parity with teachers in CAAT colleges and claim that sex bias is the primary cause of existing wage disparities. According to a recent report in Toronto's *Globe and Mail*, the librarians expect to be backed by the Ontario Status of Women Council.

At issue is a pay difference of up to \$5000 between the salary of a librarian and an equivalently qualified teacher or counselor. The charge that sex bias is a key issue in the dispute stems from the fact that 85 percent of the 60 librarians now negotiating for a contract are women. The current salary range for a librarian I is \$8100-\$11,200; the range of a librarian II (supervisory personnel) is \$11,376-\$14,976. Teachers at the Master level can earn up to \$19,620.

Commenting on the dispute, David Jones of the CAAT Librarian Action Committee said that public librarians in civil service were earning in 1973 the salaries now being offered to CAAT librarians; school librarians, who get equal pay with teachers, make even more. He noted that in community colleges a teacher at the Master level only needs a bachelor of arts degree, while librarians must have the arts degree plus a graduate degree in library science. School and college librarians in British Columbia and Alberta, noted Jones, have parity with teachers. CAAT academic librarians want similar status, and over a year ago they started actively campaigning for parity through the Civil Service Association of Ontario, their bargaining agent.

Library Journal
Vol. 99, No. 14
August 1974
Page 1890

MAY 30, 1974

Mr. Chairman: Item 2.

Mrs. Campbell: Item two, Mr. Chairman. I would like to know what planning is going on. I would particularly like to know whether:

S-1072

it's here that you are coming to grips with the discrimination in colleges and universities—with librarians in the colleges and universities specifically.

What is under review right now in this area, if anything?

Hon. Mr. Auld: That might take quite a while, but perhaps Dave Ferguson, who is the director, might give you a general picture.

Mr. D. J. Ferguson (Director, Policy and Planning Co-ordination Office): We have various roles in this organization, only one of which has to do directly with direct research or analytical projects, if that is the nature of the question?

Mrs. Campbell: I don't know. What are you analysing?

Hon. Mr. Auld: Perhaps I could put it this way, the way I understand it thus far. We develop papers on policies in the various branches of the ministry which are co-ordinated through Mr. Ferguson's office. We get proposals in the policy field from other ministries that may relate in some way to us, which go to Mr. Ferguson's office and he, in turn, gets the comments and rules from the various related groups, divisions and agencies in our own ministry, and is given certain projects to develop where they have a joint application within our own ministry.

It's a co-ordinating function, I think primarily, with analytical and statistical basis and some research, but not the major part of it. I guess, Dave, is that roughly correct?

Mr. Ferguson: That's correct.

Mrs. Campbell: Could I have a for-instance?

Mr. Ferguson: One of the areas we are funding directly—a research project or analytical project—is in the area of status of women, just as an example. We have signed the contract with an independent researcher who is starting work next Monday on this project, and who will be examining the status of women as employees in the institutions and agencies which come under this ministry.

Mrs. Campbell: And who is doing that?

Mr. Ferguson: The name of the researcher we have contracted with is Lesley Lewis.

Mrs. Campbell: I presume Lesley is a male.

Mr. Ferguson: No.

Mrs. Campbell: No? A female?

Legislature of Ontario: Debates
Estimates, Ministry of Colleges and Universities
Standing Social Development Committee
Thursday, May 30, 1974 Evening Session

Mr. Ferguson: Yes.

Mrs. Campbell: Great. At least that's something.

Hon. Mr. Auld: We were looking for a Lesley because it can be confusing.

Mrs. Campbell: I thought that. Seriously though, how long is it contemplated this examination is going to take?

Mr. Ferguson: Approximately six months.

Hon. Mr. Auld: I think some of the data that the McMaster study, which you mentioned, Bernie—

Mr. B. Newman: Right, and Queen's.

Hon. Mr. Auld: And Queen's too?—will be used in that.

Mrs. Campbell: Queen's, of course, is one of the worst offenders in this area. But what are you going to do in the meantime? Are you going to continue the librarians in a classification where they are really much lower in salary? Is it not obvious even to the male-dominated ministry that something should be done?

Hon. Mr. Auld: My understanding of that situation as far as the community colleges are concerned is that the CSAO bargains on behalf of all the staffs, both the administrative and the faculty staffs, of the colleges. And the salaries that have been arrived at, I assume, are based to some degree on whatever the civil service categories have been—male or female, because the salaries don't vary—for the librarians who have been in the government service. This is a matter for bargaining between the Council of Regents and the CSAO.

Mrs. Campbell: Well, it is just my understanding that librarians are classified in the same areas as counsellors and others but that their salary differential is quite marked.

Hon. Mr. Auld: I couldn't tell you about universities because they don't have any common denominator among them. The colleges are all on the same salaries for the same classifications and the person to ask about how they are arrived at would be the Chairman of Management Board (Mr. Winkler) who reports for the Civil Service Commission.

Mrs. Campbell: Don't refer me to that baby.

JUNE 19, 1974

Hon. Mr. Auld: Obviously, the librarians are part of the people the CSAO is representing. I don't know exactly what requests the CSAO has made on behalf of the librarians as a separate group in the bargaining unit, but I know the council has made a separate offer of a larger increase for the librarians than others.

Mrs. Campbell: Again, Mr. Chairman, I would like to know whether, in this intervening period, the staff of the ministry has been able to investigate the matter of discrimination between male and female in the teaching staff. While it is carefully hedged both at universities and colleges—that is the information relating specifically to staff and salaries—we have finally been able to get some information which indicates that the range is between \$1,800 and \$4,000 a year less for a woman in an equivalent teaching position.

You have not heard me raise the question of discrimination too often because I think it's difficult for me, you become sort of a one-note Charlie if you do.

Hon. Mr. Auld: Charlotte.

Mrs. Campbell: Is it Charlotte?

Hon. Mr. Auld: Instead of Charlie.

Mrs. Campbell: I don't discriminate, Charlotte, while I love Charlotte Whitton, is not one of my favourite names.

Nevertheless I would like to hear from the minister that his government, as a policy, is opposed to using public funds—namely tax dollars, many of which are contributed by women in the province—to finance organizations which carry on this discriminatory practice. Can I find out whether anybody bothered to check my previous statements, and if they did what their findings were and what the policy of this government is?

Hon. Mr. Auld: Basically, as I said a moment ago, there is a difference in salary range between librarians and teachers.

Mrs. Campbell: All right, leave that aside; I'm on the next point.

Hon. Mr. Auld: As far as the salaries paid to male or female librarians are concerned, they are exactly the same; there is no difference.

Mrs. Campbell: I am now talking of teaching staff.

Hon. Mr. Auld: Although there are grades of librarians.

Mrs. Campbell: I'm aware of that.

Hon. Mr. Auld: The other thing I understand, and I don't have figures for it, is that in terms of people who have taken training to be librarians, more women have gone into the field than men. There are more women—

Mrs. Campbell: That's why it will continue to be underpaid.

Hon. Mr. Auld: No, I didn't say that.

Mrs. Campbell: I know you didn't. It's my contention.

Hon. Mr. Auld: The matter of salaries is a matter of negotiation between the CSAO, which acts for the librarians and the teachers, and everybody else, and the Council of Regents.

Legislature of Ontario: Debates
Estimates, Ministry of Colleges and Universities
Standing Social Development Committee
Wednesday, June 19, 1974 Morning Session

College librarians fight for parity

Ontario's community college librarians have been campaigning for more than a year now for recognition of what they consider disparities in salary levels, working conditions and classification.

The librarians, professionals other than chief librarians, are part of the College of Applied Arts and Technology (CAAT), the academic unit of the Civil Service Association of Ontario (CSAO). CSAO is the bargaining agent for the 5,500 teachers, counsellors and librarians involved in the CAAT contract. Librarians comprise only 1% of the entire unit. Their object is wage parity with teachers and counsellors.

The ad hoc Library Action Committee, led by David Jones of Humber College and Robin Inskip of Seneca College, was organized in the summer of 1973 when negotiations for a new contract first began. (The contract expired August 31, 1973.) In its representations to both the CSAO and government the committee has stressed that the librarians' educational and experiential qualifications are "equivalent to or better than those of teachers and counsellors." The librarians further claim that a sex bias has been the

cause of disparities in the contract. The librarians are the only predominantly female component of CAAT (84% female versus 17.5% female for the rest of the academic staff). The discrepancy between their wage scale and that of teachers and counsellors amounts, they maintain, to a contradiction of the stated philosophy of community college administrations. That is that all resource people be considered "learning facilitators".

According to the committee's news release, "the maximum attainable salary for a librarian currently employed by a community college is \$4,000 less than that for an equivalently qualified teacher or counsellor." Unless a librarian supervises another professional librarian, her salary is frozen at \$11,200, a wage level lower than all but one of the five Teacher/Counsellor classifications. The average pay for CAAT members is \$13,500 while librarians in the group earn an average of \$10,500. A librarian works 11 months, as opposed to 10 months for teachers.

There have been cases in which librarians have taken teaching positions in library technicians' programs and have been awarded immediate pay raises. One librarian remarked that upon applying to teach a night course at her college she was advised she would earn \$12 an hour as a library staff member. As an outsider applying for the job, however, her wage would be \$14.50 an hour.

The college librarians have also pointed to comparisons between their salaries and those of librarians employed by the Ontario Provincial Service as further evidence of discrimination. A Librarian I in the civil service has a starting salary of \$9,706. A CAAT Librarian I starts at \$8,100. An OPS Librarian III, roughly equivalent to a CAAT Librarian II, has a beginning salary of \$11,777 as opposed to \$9,800 for the college Librarian II. Out of 45 librarians in the Ontario civil service, however, only 3 are classified Librarian I and the majority (24) are classified Librarian III.

The community college librarians make only a grudging comparison between their pay and that of civil service librarians. Basically, they see themselves as the peers of community college teachers. Robin Inskip, who is campus librarian for the King Campus of Seneca Col-

lege in Toronto, argues that her work is much more demanding than that of a librarian in a government special library. "A special librarian's concerns are much narrower and the demands made on her much less emotional," she says. Public librarians are also paid much more than college librarians with equivalent qualifications. Starting salaries for a Librarian I in major public libraries in Ontario range from \$9,000 to \$13,500 as of Jan. 1, 1975. In the secondary schools of Ontario, librarians have parity with teachers, as do college librarians in most other provinces. "The colleges are finding it very difficult to recruit new faculty at '72 salaries," said David Jones. It could become much more difficult to attract new graduates into this important educational field if things do not improve.

Through its campaign of news releases and letters, the ad hoc committee has managed to win full support from the CSAO, who are currently arbitrating for wage parity for teachers and librarians. The librarians have met with little success, however, in their approaches to government. And it is only through the Ministry of Colleges and Universities that librarians could obtain a revision of their classification scheme.

In correspondence with the Ministry the committee has been referred back to the CSAO, as their bargaining agent on all matters of salary negotiation. They have also been rebuffed in their requests for re-classification, even though a committee of college chief librarians has been recommending a new classification scheme since 1972. In a letter dated July 5, 1974, James Auld, Minister of Colleges and Universities, informed the Library Action Committee that "the Subcommittee (on classification) has reviewed the staffing policy and the role of the college libraries and they are satisfied with the present policy and practice."

The librarians have received welcome support on the issue of a sex bias from the Ontario Status of Women Council which has been following their case. As a spokeswoman for the Council remarked, "Invariably when a profession is predominantly female it is discriminated against as a whole. In this case, however, their case for parity is so strong that we have not felt the need to emphasize the sex bias involved." Following meetings with the committee in May, 1974, the Council made a formal recommendation to the Minister of Colleges and Libraries that librarians be given complete parity with teachers and counsellors in CAAT.

Arbitration between management and CAAT is now being carried out under a chairman, Judge Willard Estey, appointed as a neutral arbiter by the Ontario Labour Relations Board. CSAO is bargaining for a 13% increase in the first year of the contract with adjustment to bring the librarians' salaries up to par with the teachers' in the associate master category (level IV on their scale). Management's last offer of a \$400 adjustment beginning September 1974 would have left the starting salary for a college Librarian I still \$1,000 behind that of an OPS Librarian I. Arbitration board meetings have been set for December 11, 12 and 13 and Judge Estey has indicated that he would like to see the contract settled by the end of the year.

Although their numbers put them at a disadvantage, the college librarians are optimistic something will be done for them. "If the contract doesn't close the gap," said David Jones, "there will be a great demoralization."

"We are really fighting against a basic indignity in which our classification is based on the job we perform, while for the other 99% of CAAT employees classification is in terms of individual qualifications and experience."

"But I'm looking forward to that retroactive agreement, in any case, so that I can finally pay off Chagex."

"Is it not obvious even to the male-dominated ministry that something should be done?"—

Margaret Campbell, MPP

Call and Charge December 1974

Community College Librarians — A Dispatch from the Front
By Robin Inskip and David L. Jones

Librarians in Ontario's Colleges of Applied Arts and Technology (CAATs) have been campaigning for over two years for improvements in their salary, classification and working conditions. The present situation was introduced by arbitration in April 1972 of the 1971-73 contract. That contract, which technically should have run until August 31, 1973 only, is still in effect pending completion of arbitration of a new contract.

Ontario CAAT librarians suffer a Cinderella syndrome in comparison to our colleagues, the CAAT teachers and counsellors. In the academic bargaining unit of the Civil Service Association of Ontario (CSAO), academic librarians* represent only 1% of the bargaining unit. We are also the only predominantly female group (94% female versus 17.5% female for the rest of the academic staff). Marked differences in classification, salary and working conditions clearly demonstrate some of the problems all librarians face in securing status and establishing value for the work performed. Teachers and counsellors have 5 classification ranges with a present maximum of \$16,900† for a 10 month year for individuals having no administrative responsibilities.†† A librarian in the community colleges supervises another professional librarian, her salary maximum is \$11,200 for an 11 month year. This librarian-2 range, achieved through supervision of

* There are two librarian classifications in the bargaining unit. Head librarians are excluded.

† Salaries are all expressed in terms of 1971-73 levels.

another professional librarian, has a ceiling of \$12,900. The number of positions in this range is small and opportunities to advance to this salary range are rare. Professional librarians who teach in the Library Techniques Program at the community colleges are free to move up the teachers' classification and salary ranges. Some CAAT librarians have found it better to switch than fight, having received immediate pay increases when transferring from library to teaching functions.

Although we lack parity with teachers and counsellors, community college librarians are in a unique political position to improve their employment conditions. The librarians' educational role and function is recognized by their inclusion in the academic bargaining unit and by documented policies of the Ministry of Colleges and Universities. As members of the community colleges' resource staff, librarians are considered to be "learning facilitators." This community of interest with teachers is further emphasized by the educational rather than research thrust of teaching in community colleges which fall between universities and secondary schools in the educational continuum. Unlike librarians in the university situation, we have not had to counter the argument of a research requirement for academic recognition. In contrast to secondary school librarians, CAAT librarians require no teaching qualification and the same holds true for CAAT teachers. However, 94% of the CAAT librarians hold an honours B.A. or higher degree while only 38% of teachers are so qualified. Currently, the maximum obtainable salary for a librarian is \$4,000 less than that of an equivalently qualified teacher.

CAAT academic librarians became keenly aware of their disadvantaged position in the colleges with the first province-wide CSAO collective agreement. The Board that wrote the April 1972 arbitration award received input from the Ministry of Colleges and Universities only: data which was out-of-date but went unchallenged because of a lack of communication between the CSAO (our bargaining agent) and CAAT librarians. This arbitrated award was so traumatic that we were brought to our senses.

It was a symptom of a far more serious disease: the female/volunteer image of librarianship — a social disease endemic to librarians of both sexes. Librarians, social workers and nurses suffer this volunteer, do-gooder image of the female professions according to the Report of the Royal Commission on the Status of Women. Traditionally women volunteers' power came through their husbands' status, and thus volunteer work was neither individually nor societally valued highly in monetary terms. The Royal Commission recognized that female-image professions such as librarianship have not received

suitable recompense for the value of the work performed. In recent years, other socially-respectable, charitable groups (among the nurses) have joined the 20th century and up-graded both their salaries (by up to 50%) and public respect for the important work they do. Librarians must act too! One must recognize that status and salary are tied together — the higher the salaries a group receives, the greater respect accorded that profession. We have not, nor ever will, succeed through trying to raise our social respect in order to raise salaries. We must raise salaries first; status will follow. Librarians need blame on themselves for the present situation: one picket line is worth a thousand workshops.

The CAAT librarians (numbering 65), although at a gross disadvantage numerically within the 5,500 member CSAO academic unit, do possess certain strategic advantages unique in the library community. Their inclusion in the bargaining unit and the strong community of interest with teachers allied them to the entire CSAO. But first we had to gain the attention of this group and commit it to our cause. We chose infiltration rather than confrontation. We obtained position for a librarian consultant on the individual college branch executives and at the divisional level. This policy-making group comprised of college branch presidents, is the body from which the bargaining team is selected and to which it is responsible. Obviously the decision to opt for involvement rather than decertification required commitment to the entire academic community of the colleges. We meant taking on additional responsibilities at both the branch and divisional levels. For example, at Humber College the librarian consultant became branch secretary and is being urged to become branch president for 1975. Also, the co-ordinator of the Metro Area Study Session, a one-day illegal walk-out, was a librarian. It was contribution to the common cause that won respect and support for the special issues of CAAT academic librarians.

In addition, the obvious sexist bias against CAAT librarians, the overwhelmingly female-image group of the colleges' academic staff provided a glaring example of prejudice against female-image professions. This discrimination in salaries, classification and working conditions stimulated mutual interest between the CAAT librarians and the Ontario Status of Women Council.

Once we had identified these allies and had defined our problem, we had to pin-point the evasive locus of power that was perpetuating the situation. After much groping through the ministerial maze of Queen's Park, we discovered this locus was diffused among the many tentacles of the Ministry. The inclusion of the CAATs in the Crown Employees

Collective Bargaining Act (CECBA) gave all rights and powers to the government. CECBA specifically stipulates that management has the sole and 'divine' right to change and develop classification, working conditions, etc. How could a small platoon of librarians take on the educational-bureaucratic complex of the Ontario government's Ministry of Colleges and Universities? Was it not another "Charge of the Light Brigade?"

But the librarians had identified one other ally that was to prove useful in the campaign. Assistance came from a sympathetic press. Like any heavy artillery, it needed both aiming and ammunition; and like all sophisticated equipment it had to be used with discretion, valor and only at the most strategic times. A list of sympathetic reporters and columnists, prepared by the Ontario Committee on the Status of Women and provided to us by Moira Armour, columnist for the *Toronto Sun*, gave us our contacts. The ammunition was press releases prepared and sent to these reporters and to library journals.

Relations between CAAT librarians and the government, greatly strained by the repressive arbitration award of April 1972, reached the breaking point during the summer of 1973 when a new classification structure was introduced for teachers and counsellors. This structure, based strictly on educational and experience factors was designed to remove a discrepancy between teachers in different colleges and between teachers and counsellors. Librarians were specifically excluded from this new classification. They were informed that the unworkable librarians' classification structure (based on positions) would not be modified.

The librarians' opening salvo was a letter to the Honorable Robert Welch, then Secretary for Social Development, responding to his Green Paper, *Equal Opportunity for Women in Ontario: A Plan for Action*. In this letter, we briefly outlined the sexist bias against CAAT librarians and paralleled our case to the University of California librarians' court case. This elicited no response. No real exchange of fire occurred until our press releases regarding the discrimination against CAAT librarians and the lack of government response were widely publicized. Circulation of clippings from *Emergency Librarian*, *Library Journal*, *Felicitier*, and others to the government officials concerned prompted sudden recognition of our existence. There followed an exchange of letters with various government officials (Jack McNie, James Auld, Norman Sisco, and others) who all assumed evasive positions and refused to meet with us.

Throughout this period the CSAO academic bargaining team was pressing our demands for parity at on-going negotiations for the new contract.

On another flank, our contacts with the Ontario Status of Women Council were strengthening. The attack commenced in earnest on May 9th with a presentation to the Council accompanied by a barrage from the press, stimulated by our press releases. This press coverage was renewed in June when the Council adopted resolutions endorsing our demand for parity. The June media coverage featured an in-depth article on CAAT librarians in the *Globe*, two interviews on Global Television and news items in a number of Ontario newspapers. Also in late May and early June another attack was launched at the under-belly of the enemy: in direct questioning of James Auld during the Estimates Debates of the Ministry of Colleges and Universities, Margaret Campbell quizzed him regarding the discriminated position of CAAT librarians.

The battle continued throughout the summer and fall; the CSAO pressing our demands at the bargaining table, even volunteering to reduce its salary demands for the rest of the unit by the amount required to up-grade the librarians' salaries; the Ontario Status of Women Council hammering away at Mr. Auld who refused to accept the Council's recommendations; and the librarians incessantly skirmishing with Mr. Auld and maintaining supporting press coverage (*Felicitier*, Sept. 1974; *Quill & Quire*, Dec. 1974) and never letting the issue be forgotten by our friends and our enemy.

Early in October we called the one-day study session involving all CAAT academic staff and the government capitulated. They agreed to a process of ad hoc arbitration for settling all outstanding matters between CAAT librarians, teachers and counsellors and the government.

As we write this, arbitration has become the forum for the CAAT academic librarians' case. Here too we are solidly supported by the CSAO academic bargaining unit. Over half of the CSAO brief to the arbitration board deals with the librarians' problems, reflecting not only our progress with the union but also the necessity of documenting in full the case of librarians not receiving remuneration equal to the value of their work. The arbitration board, under Judge Willard Z. Estey, will now have to chose between the irresistible force of the rights and arguments of the librarians versus the immovable stonewalling and traditional approach of the government. We trust that the board will recognize and rectify the basic injustices in the classification and salary structure that has been applied to librarians, in this case the CAAT librarians. The Estey arbitration could be as important to Ontario librarians as the Ottawa Civic Hospital arbitration was for Ontario nurses.

Labor Relations Information Exchange

Hanging In — Ontario CAAT Librarians
by Robin Inskip

*(Background for this note appeared in our Jan., 1975, issue, p. 146-50.
—Ed.)*

Ontario Community College librarians, teachers and counsellors suffered another disappointing delay on March 17, 1975 when the Esty Arbitration Board deferred settling the issue of workload and working conditions. The Esty Board, after establishing a 26.5 percent salary increase in three stages over the last two years, directed the bargaining teams to draw up contract language to settle disputes by April 14, 1975. If these negotiations fail, the Arbitration Board will draw up the contract. The bargaining teams were given ten philosophic principles which supported decreased teachers' workloads to guide their new set of negotiations.

Librarians and counsellors workloads, on the other hand, were clearly defined: a 35 hour week and an 11 month year. Librarians' salary parity, however, was one of the areas in which the Arbitration Board could not come to unanimous agreement and was redirected to the bargaining teams.

The 26.5 percent salary increase raises the CAAT Librarians' starting salary to \$10,200, still \$1,700 less than equivalently qualified Ontario Public Service Librarians, our CSAO union sisters. The Esty Arbitration Board's lack of decision means the fight is still on.

Part iv)

ARBITRATION REBUTTALS & AWARDS, MATERIAL SUBSEQUENT TO THE
ARBITRATION HEARINGS OF DECEMBER 1974

Arbitration Rebuttals & Awards: Material Subsequent to
the Arbitration Board Hearings of December 10, 1974

Item	Section
Material regarding Librarians: excerpts from the <u>Submission of the Council of Regents of the Ontario Colleges of Applied Arts and Technology to the Arbitration Board</u>	QA
C.S.A.O. Rebuttal to the Council of Regents' presentation regarding C.A.A.T. Academic Librarians	QB
Memorandum to C.A.A.T. Academic Librarians re: the Interim Arbitration Award	QC
Excerpts from the C.S.A.O. Presentation to the Arbitration Board, May 9, 1975	QD
Memorandum to C.A.A.T. Academic Librarians re: the Final Arbitration Award	QE
Press release (postscript) July 23, 1975	QF

MATERIAL REGARDING LIBRARIANS EXCERPTED FROM THE SUBMISSION
OF THE ONTARIO COUNCIL OF REGENTS FOR COLLEGES OF APPLIED
ARTS AND TECHNOLOGY TO THE ARBITRATION BOARD

(page 10.)

PART II

SALARIES

14. The Colleges' salary position is based on a two year agreement and takes into account the level of settlements in other sectors of the educational community for the same period, as well as other relevant market and economic information. On this basis, the Colleges' salary offer is as follows:

15. Effective September 1, 1973

In addition to the annual performance increment applied on September 1, 1973 at an average cost to the colleges of 2 1/2 to 3%, the colleges are prepared to increase the salary ranges of all existing classifications by eight (8) per cent, and to provide a further range adjustment to the classifications of Instructor and Counsellor I. This range adjustment will more properly recognize the relative responsibilities of the Instructor and Counsellor I in the college system. The proposed salary schedule is as follows:

	<u>September 1, 1973 - August 31, 1974</u>	
	<u>Minimum</u>	<u>Maximum</u>
Instructor	\$ 7,020	\$ 12,733
Affiliate	7,776	14,148
Assistant	9,504	15,012
Associate	9,936	17,064
Master	10,584	18,252
Librarian I	8,748	12,096
Librarian II	10,584	13,932
Counsellor I	7,020	12,733
Counsellor II	7,776	14,148
Counsellor III	9,504	15,012
Counsellor IV	9,936	17,064
Counsellor V	10,584	18,252

(page 12)

18

Effective September 1, 1974

The colleges are prepared to increase the August 31, 1974 salary ranges of all classifications by a further twelve (12) per cent effective September 1, 1974. In addition, the colleges are prepared to increase the normal performance increment from \$400 to \$500 and to implement an additional \$400 salary-range increase for Librarians, both being matters previously agreed to in response to the Union's demands in direct negotiations.

The resultant salary scales are as follows:

<u>September 1, 1974 - August 31, 1975</u>		
	<u>Minimum</u>	<u>Maximum</u>
Instructor	\$ 7,862	\$ 14,261
Affiliate	8,709	15,846
Assistant	10,644	16,813
Associate	11,128	19,112
Master	11,854	20,442
Librarian I	10,198	13,948
Librarian II	12,254	16,004
Counsellor I	7,862	14,261
Counsellor II	8,709	15,846
Counsellor III	10,644	16,813
Counsellor IV	11,128	19,112
Counsellor V	11,854	20,442

LIBRARIANS

(page 16)

The increases proposed by the Colleges will give Librarians 1 a salary range of \$10,198 to \$13,948 and Librarians 2 a range of \$12,254 to \$16,004.

The Association has argued that since Librarians possess qualifications equal to those of faculty, since they work closely with students, and since they are part of the Academic bargaining unit, they should be paid as faculty.

The Colleges consider Librarians to be a profession with clearly identifiable market counterparts in education, industry and government to which they can and must be related in order to be given equitable

treatment. Librarians are not in fact Instructors or Masters as the Colleges define these roles, nor does inclusion in the Academic bargaining unit necessarily signify inclusion on these pay scales.

Set out in Appendix "6" (attached) is recent market data on Librarians' salaries. This data clearly indicates that College Librarians are favourably treated relative to their counterparts in other jurisdictions. We are aware of no data that would support increases beyond those proposed for Librarians by the Colleges.

LIBRARIANS - SALARY DATA

- 1) LIBRARIAN SALARY SURVEY - APRIL, 1974
(See page 2 of this Appendix re Contributors to this survey)

<u>SURVEY CLASS</u>	<u>MEAN ANNUAL RATE</u>
LIBRARIAN 2 (COLLEGE LIBRARIAN 1) (15 Establishments, 228 employees)	10,578.
LIBRARIAN 3 (COLLEGE LIBRARIAN 2) (15 Establishments, 152 employees)	12,797.

Source: Pay Research Section,
Civil Service Commission of Ontario

- 2) GOVERNMENT OF ONTARIO

MAX. RATE-JULY/74-OCT./75

LIBRARIAN 2 (COLLEGE LIBRARIAN 1)	13,981.
LIBRARIAN 3 (COLLEGE LIBRARIAN 2)	15,480.

Source: Pay Research Section,
Civil Service Commission

- 3) RECENT GRADUATES FROM SCHOOLS OF LIBRARY SCIENCE, 1974-75

	<u>LOW</u>	<u>MEAN</u>	<u>HIGH</u>
Starting Salary	\$8,400.	\$9,329.	\$11,664.

Source: Ontario Association of University Personnel Administrators.

CONTRIBUTORS TO THE DATA IN THE REPORT CITED
as 1) on Page 1 of this Appendix

LIBRARIANS

Bank of Nova Scotia
Canadian Broadcasting Corporation
Carleton University Library
Borough of Etobicoke Public Library
Hamilton Public Library
The Hydro-Electric Power Commission of Ontario
London Public Library and Art Museum
McMaster University Library
Queen's University Libraries
Scarborough Public Library
Toronto Public Libraries
University of Toronto Library
University of Western Ontario
Windsor Public Library
Borough of York Public Library

C.S.A.O. REBUTTAL TO THE COUNCIL OF REGENTS'

PRESENTATION REGARDING C.A.A.T. ACADEMIC LIBRARIANS

In order to expedite the proceedings of this Arbitration we are submitting a written rebuttal in lieu of an oral presentation. Needless to say, we would be happy to answer any questions arising out of the Council of Regents' presentation. However, we believe that the Association's Brief and this document cover all the salient facts.

December 19, 1974

Q. E. D.

time Librarian.

level to require supervisory responsibility over at least one full

Like the O.P.S. Librarian 4, the C.A.A.T. Librarian II is the first

describes the duties and responsibilities of the C.A.A.T. Librarian II.

parallels the O.P.S. Librarian 4. Functionally the O.P.S. Librarian 4

classification of Teachers' College Librarians, the C.A.A.T. Librarian II

Similarly, following the recognized educational emphasis of the O.P.S.

than 50 and enrollments greater than 500 F.T.E.

larger than the 'small Teachers' College', having faculties of more

at which these C.A.A.T. Librarians are employed are considerably

enrollment of fewer than 500 students. In fact many of the campuses

Teachers' College having a teaching staff of fewer than 25 and an

(not supervising any professional Librarians), is substantially parallel

Branch Librarian, included in the C.A.A.T. Librarian I classification

and C.A.A.T. Librarian classifications it is obvious that the C.A.A.T.

educational function to the C.A.A.T. system. In comparing the O.P.S.

Board will extend this understanding of the College Librarians'

Librarians' argument for some time. We hope that the Arbitration

educationally oriented institution. This has been the C.A.A.T.

indicates that the government understands the special demands of an

rather than the number of volumes physically housed in the room,

services required and the size of the faculty and student body,

Government Ministries. The recognition of the special educational

the reference, technical and archival 'special' libraries of the

their closest counterparts, the Teachers' College Librarians, not

compared to libraries in the O.P.S. system they must be compared to

of a library. Our position is that if C.A.A.T. Librarians are to be

number of books stored therein as a valid indicator of the 'size'

of the size of the libraries involved we do not accept the mere

4. Although we recognize that the O.P.S. Librarian classification

1. The \$400 adjustment to Librarians' scales offered by Management indicates their recognition that Librarians are underpaid. The \$400 adjustment, however, is pure tokenism giving C.A.A.T. Academic Librarians neither parity with their academic peers nor salaries equal to the 'market conditions' about which management seems so concerned.

2. Our arguments for salaries equal to those of our academic peers and the sexist bias that has so far thwarted us are in the Brief and speak for themselves. Particular reference is drawn to Appendices PB & PC.

3. In response to Management's Appendix 6,

a) Librarian Salary Survey - April 1974

Although the Pay Research Section may have surveyed 15 Establishments employing 380 employees, only 4 of these Establishments have collective agreements covering a total of about 30-40 Librarians.

b) Government of Ontario

The C.A.A.T. Librarian I classification includes Librarians carrying out the duties of the O.P.S. Librarian 3 as described in the document 'Librarian and Library Technician Class Series' submitted by Management.

The duties and requirements of the C.A.A.T. Librarian II are similar to those of the O.P.S. Librarian 4 in the required supervision of a subordinate Librarian.

Management's proposed minimum salary for the C.A.A.T. Librarian I is \$1,785 less than that for the O.P.S. Librarian 2, the lowest full working level O.P.S. Librarian.

8. Management has already recognized that C.A.A.T. Academic Librarians are underpaid. The offered adjustment of \$400 is pure tokenism. We cannot accept the restrictive circular argument that since C.A.A.T. Librarians are underpaid in respect to the educational value of their work, any up-grading must be in comparison to other Librarians who also suffer the depressed salaries of a female-image profession. In cold figures, Management's token offer is \$400 to the salary scales as of September 1, 1974: our demand is \$1100 to the minimum and \$3000 to the (potential) maximum, effective 11:59 p.m. August 31, 1973. With compounding taken into account, the difference of \$900 - \$1000 per Librarian is a very low price to pay for the rectification of this blatant case of a female-image profession (Librarians) being paid much less than its peer group (Teachers).

FINAL COMMENTS

The Board will have to make one or two decisions regarding the C.A.A.T. Librarians. The first will be whether or not the Librarians should receive salaries and classification equal to their academic peers, the C.A.A.T. Teachers. We have attempted to show the academic and educational equivalence of Librarians and Teachers in the C.A.A.T. system. We have also shown that this academic equivalence of Librarians and Teachers is recognized in the Ontario Secondary School system and in Community Colleges in other jurisdictions. Against us the Government forwards the 'traditional' sexist biased view of Librarianship and insists that Librarians must be compared only with other Librarians. Their approach serves only to perpetuate the sexist discrimination against Librarians. The fact that sexist bias against Librarians has depressed salaries in other jurisdictions is no argument to justify the continued discrimination between College Teachers and College Librarians. If the Board decides this question in favour of our position it will spare itself having to decide upon the second question - whose salary position will be used to determine the award for Librarians.

Dec. 19, 1974

5. The comparison of C.A.A.T. Academic Librarians to the O.S.S.T.F. Category II presented by Management might apply to a minority of C.A.A.T. Librarians who do not possess an Honours B.A. degree. In recent years however, the Honours B.A. has been a requirement for entry to a graduate degree in Librarianship (B.L.S. or M.L.S.). Thus Librarians now hired into the C.A.A.T. system have the Category IV requirement of the Honours B.A. plus the B.L.S. or M.L.S. graduate degree. This validates the comparison between C.A.A.T. Librarians and Librarians in the secondary school system whose salary maximum is now in the \$18,000 - \$19,000 range.
6. The 2/3, 2/3 division of the salary range (with its 33.3% overlap) is very close to the split of the overall Librarian salary range proposed by management. Their proposed salaries for 1974/75 give the Librarian I the lower 64% of the scale and the Librarian II the upper 64% of the scale yielding a 28% overlap. Thus our proposed division of the adjusted Librarian = Associate Master scale should not be at issue.
7. In overall monetary terms our parity demands are very modest. Assuming that C.A.A.T. Librarians are granted the up-grading we seek and that the full 13% and 15% across-the-board increases are granted, the beginning salary for a C.A.A.T. Librarian I will still be \$38 less than that of the comparable level (Librarian 2) in the O.P.S. The main advantage of parity with the Associate Master will not be felt in this contract period but is the expanded career horizon for C.A.A.T. Librarians both in the supervisory and non-supervisory levels. Since we ask only that the individual's adjustment be an absolute dollar amount based on the increase in the minimum salary for her/his classification and not in terms of her/his relative position within the salary range, Librarians presently near the maximum will find themselves at some distance from the new maxima.

....4

QB 3,4



THE CIVIL SERVICE ASSOCIATION OF ONTARIO (INC.)

Memo to: C.A.A.T. ACADEMIC LIBRARIANS

SUBJECT: C.A.A.T. ACADEMIC ARBITRATION AWARD

From: DAVID L. JONES,
Librarian Consultant to the
Academic Unit Bargaining Team
Date: March 19, 1975

The anxiously awaited Arbitration Award was released this week but C.A.A.T. Librarians are still in limbo regarding the up-grading of Librarians' salaries to parity with the Associate Master faculty level. The only items that the Board did comment on were the work-week, the contract year and the weighting of teaching hours versus hours of professional duty.

(From page 87 of Award)

Counsellors and Librarians

The proposals by the Association with reference to non-teaching members of the bargaining unit, that is counsellors and librarians, generally accord to them the status of teaching staff.

Librarians are . . . covered by the present agreement only as regards pay levels. The Association proposal would leave the librarians at a maximum of 35 hours per week of assignable duty.

Both counsellors and librarians are given two credit hours for each teaching hour performed, . . . By the clearest inference counsellors and librarians are, in the Association's view, entitled to two months holiday as in the case of teaching staff.

The Board, having considered the proposals advanced by the parties, is of the view that assigned hours for counsellors and librarians should be 35 hours per week; and vacation entitlement should be one month per year, subject to grandfather's rights for individuals who have regularly received longer vacation periods.

The salary structure for the entire bargaining unit has been dealt with as follows: (page 103)

Salaries

The salary schedule for the years 1st September, 1972 to 31st August, 1973 including the addendum set forth in Appendix I to the agreement which expired on 31st August, 1973, shall be made applicable to the period of the successor agreement (that is to say from the 1st day of September, 1973 to and including the 31st of August, 1975) adjusted as follows:

- (a) for the period commencing 1st September, 1973 and ending 31st August, 1974 the salary schedule shall be increased by 8%;
- (b) for the period commencing 1st September, 1974 and ending 28th February, 1975, the salary schedule for the period ending 31st August, 1974 shall be increased by 13.5%;
- (c) for the period commencing 1st March 1975 and ending 31st August, 1975 the salary schedule for the period ending 28th February, 1975 shall be increased by 3%.

The question of up-grading Librarians' salaries to parity with the Associate Master level has been referred back to the two parties (along with the entire work-load issue). (page 104)

A separate submission was made by the Association with respect to instructors, teaching assistants and librarians. The librarians, it is said, have been placed in the salary schedule at a level below that to which they are entitled having regard to their qualifications and employment. In establishing the foregoing salary schedule adjustments we have not dealt with those submissions. Therefore, we refer to the parties pursuant to section 12(2) these further issues for a report by the parties on or before the 14th of April, 1975 in the same manner as provided for other issues in Chapter 9 below.

It is hoped that this up-grading will successfully be accomplished, if not in the negotiation period, in the subsequent arbitration re-commencing April 14, 1975. As soon as there is further news I shall be in touch with you again

Appendix	C.A.A.T. Librarians' salary ranges resulting from this Award			
Level	1972-73	Sept. 1973	Sept. 1974	Mar. 1975
Lib. I min.	\$ 8,100	\$ 8,748	\$ 9,929	\$ 10,226
max.	11,200	12,096	13,729	14,140
Lib. II min.	9,800	10,584	12,012	12,373
max.	12,900	13,932	15,813	16,286
For comparison:				
Associate Master (min.)	\$9,200	9,936	11,277	11,615
Ont. Public Service Librarian 2 (equivalent to CAAT Lib. I) min. July 1974 was \$11,983				

page 9:

SALARY ADJUSTMENTS FOR LIBRARIANS

- Librarian 1 - \$1,100 to the salary as of September 1, 1973 and then the percent increase of 8% followed by 13.5% increase on September 1, 1974 and 3% increase on March 1, 1975.
- Librarian 11 - \$1,600 to be added to the salary as of September 1, 1973 and then the percent increase of 8% followed by 13.5% increase on September 1, 1974 and 3% increase on March 1, 1975.

page 10:

The Need for Librarian Salary Parity

It is the Union's understanding that Management sees no further need for increases in Librarian salaries beyond the general increase + \$400. The Board's draft has made reference to Secondary Schools, and for additional perspective, we have included reference to universities. The Following is an excerpt from a memo we received from David Jones, Librarian resource person for the Faculty Negotiating Team:

Secondary School Librarians in Ontario have full 'faculty' status. They are ranked in the same grades and by the same criteria as their teaching colleagues. They receive the same salaries and salary ranges, working conditions, holidays and vacations (2 months) as equivalently qualified classroom teachers, reflecting the equivalence of these two educational specialties. In the Ontario Secondary School system librarians are employed as librarians and do not generally teach (in the formal classroom sense) on a regularly scheduled basis. Like CAAT Academic librarians, the bulk of their professional activity is directed to the non-formal teaching of techniques of information location and the effective use of library materials, on a one-to-one basis or with small groups of students. The CAAT librarian, functioning in a system that puts even greater stress on individual self-motivated learning and dealing with a wider spectrum of student interests and learning levels deserves recognition of the value and demands of her educational role. This recognition can only be achieved through complete parity with her teaching colleagues, as is the case in Ontario's Secondary Schools and in colleges in other jurisdictions.

The salary demands of the CAAT librarians - the Associate Master range - would put the beginning salary at \$11,615 (as of March 1, 1975). This figure is still \$368 below that of the O.P.S. Librarian 2 (the comparable level in the provincial civil service), a salary that became effective July 1, 1974. The \$11,615 figure is also within the 4 - 5% spread of beginning librarians' salaries in most of the Metro and other large unionized public library systems. The considerable expansion at the top end of the Librarian ranges provides a more realistic horizon for Academic librarians. This expanded horizon is consistent with the situation in other Ontario educational jurisdictions. The Secondary School Category 4 Librarian has a salary range maximum in the \$18,000 - \$20,000 range even when not supervising another librarian. Salary

ranges for librarians in Ontario universities are open-ended, there being (in most cases) no ceiling on the attainable salary of non-supervisory or supervisory librarians. The few universities (3) that do have maxima for the general (non-supervisory level) librarian set the maximum quite high, the average for the 1973-74 academic year being \$17,800, still well above that proposed as the March 1, 1975 Librarian I maximum.

Ontario Universities, General Librarian Salary Range Maxima 1974-75

Carleton	Open
Guelph	\$19,498
McMaster	Open
Ottawa	\$18,260
Queens	Open
Toronto	"
Waterloo	\$15,636
Western Ontario	Open
York	"

Data from: Canadian Association of College and Universities Libraries.
CACUL Newsletter, Volume 5, Number 5, Feb. 1975 page 273.



Memo to: CAAT Academic Librarians

From: David L. Jones
Humber College Library
Box 1900, Rexdale, Ont.

Date: June 27, 1975

SUBJECT: ESTEY FINAL AWARD

On June 20, 1975 the Estey Arbitration Board handed down its Final Award -- a disappointing document to most Academic Staff -- leaving many areas unsettled and doing little to improve upon the status quo, excepting in those areas of retraining and apprenticeship. Among the many issues that the Board opted not to rule on, was the case for Librarian parity with the Associate Master. Making no formal comment on the CSAO Librarians' thorough presentation and referring only to the token adjustment proposed by Management, the Board awarded as follows:

In addition to the increase prescribed on page 103 of the Decision, librarians, classes I and II, shall receive \$400.00 on 1st September, 1973 and an additional \$250.00 on 1st September, 1974. The concept of additional remuneration of librarians was either advanced or approved by the Colleges in their initial presentation to this Board. Such additional sum of \$400 shall not be included in the computation of salary increase effective 1st September, 1973 but shall be included as base salary for the purposes of the computations in paragraphs (b) and (c) on page 103 of the Decision. Similarly the \$250 payment effective 1st September, 1974 shall not be included in the base salary for calculation under paragraph (b) but shall be for calculation under paragraph (c).

In effect this Award shifts the salary ranges and raises all Librarians' salaries by about \$725. The Award does nothing to provide an expanded career horizon for Librarians nor does it do anything to correct the distortion between the Librarians' education role in the Colleges and their salary ranges and working conditions in respect to their academic colleagues. Thus, although one should be thankful for small mercies, this Award in no way improves the position of Librarians compared to similarly qualified teachers: in fact the Award does not even maintain the status quo! Due to the greater effect of percentage increases on the higher salaries available to teaching faculty, the discrepancies between the attainable salaries of similarly qualified Librarians and Teachers have actually increased: by \$770 (to \$6,470) for the Librarian I, and by \$325 (to \$4,325) for the Librarian II. To add further insult to injury, an adjustment to the Instructor Category salary range now leaves the Librarian I with the lowest salary maximum in the Academic Bargaining Unit.

Salary ranges arising from the June 20, 1975 Final Award:

			<u>Sept 1973</u>	<u>Sept 1974</u>	<u>MAR Sept 1975</u>
<u>Librarian I</u>	min		9,148	10,633	10,952
	max		12,496	14,433	14,866
<u>Librarian II</u>	min		10,984	12,717	13,099
	max		14,332	16,517	17,013

Needless to say, the Librarians position has now become a priority item for the current (1975) Bargaining Team.

In order to up-date our position it is imperative that we have as much information as possible regarding the current salary and classification situation. To accomplish this I urge you to complete the attached questionnaire and return it to me as soon as possible.

David L. Jones
Humber College Library, Box 1900, Rexdale, Ontario

ONTARIO COMMUNITY COLLEGE LIBRARIANS RENEW FIGHT FOR ACADEMIC PARITY

Once again Ontario's Community College Librarians have suffered the conservative status quo approach to Librarians in the educational process. Ontario, renowned for its progressive approach to continuing, life-long and self-motivated learning (as exemplified by the Wright Commission Report of 1970), has turned a cold shoulder on Community College Librarians, key agents of the entire process.

In a recent decision of an Arbitration Board headed by Mr. Justice W. Z. Estey (now Chief Justice of the Province) Librarians received only token response to their well documented case for equivalence with teaching faculty. The Arbitration was the most recent stage in a three year fight for parity with Teachers and Counsellors, a position supported by many groups including the Ontario Status of Women Council and the Academic Bargaining Unit of the Civil Service Association of Ontario. The case, on which the Arbitration Board declined to rule, remains that Librarians - the only predominantly female group in the Academic Bargaining Unit - receive discriminatorily low salaries and less than professional working conditions.

The Arbitration Board, granting the Librarians little more than was offered by the Government, actually increased the discrepancies between the salary maximum attainable by Librarians (in their 11-month work year) and equivalently qualified Teachers (who work a 10-month year). The discrepancy in the salary maximum between Librarians and Teachers in non-supervisory positions increased by \$722 to \$6,742 while that between Librarians and Teachers in supervisory roles increased by \$325 to \$4,325.

Retractive to March 1, 1975 the salary range for non-supervisory Librarians is \$10,952 to \$14,866, while that for Librarians supervising another professional Librarian is \$13,099 to \$17,013. The range for Librarians teaching in Library Technician programs, and thus considered Teachers rather than Librarians is \$11,600 to \$21,300. The discrimination is also evident when the Community College Librarians' salary ranges are compared to non-supervisory Librarians in other jurisdictions: Ontario Secondary Schools, \$11,000 to \$19,000; Colleges in Alberta and British Columbia, \$11,000 to \$20,000. Librarians in these other jurisdictions enjoy recognition of the needs of the professional educational role such as sabattical and study leaves as well as a 10-month academic year. Librarians in Community Colleges in Ontario (Canada's most progressive province) have again been denied recognition of their educational role.

Undaunted by three years of the Ontario Government's conscious neglect of the discriminatory conditions applied to Ontatio Community College Librarians, the C.S.A.O. Academic Bargaining Team is pressing the Librarians' case at new negotiations (for a Sept. 1, 1975 contract) presently underway.

- 30 -

Contact: David L. Jones
C.A.A.T. Librarian Action Committee
3 Peel Avenue
Brampton, Ontario L6W 1X1 (416) 453-1680 (evenings)

Copies of the complete file of the Ontario Community College Librarians' Parity Campaign, including the Briefs presented, Arbitration Awards received, historical background, press release material and press coverage received, and correspondence with various governmental officials and agencies (approximate 120 page in all) are available at cost (\$10.00 pre-paid).