

**C.A.A.T. Academic Bargaining Team**  
**submission to the**  
**Estey Arbitration**

**between**

**The Civil Service Association of Ontario**  
**(CSAO) Academic Bargaining Unit**

**and**

**The Council of Regents for the Colleges of**  
**Applied Arts and Technology**

**December 1974**

## TABLE OF CONTENTS

<u>Subject</u>	<u>Page</u>
PREAMBLE . . . . .	1
Introduction. . . . .	1
The College Mandate . . . . .	2
The Issues. . . . .	3
Standard Benefits . . . . .	4
The Teaching Confraternity. . . . .	4
Conclusions . . . . .	5
HOURS OF WORK. . . . .	6
Introduction. . . . .	6
Cutting Of Educational Quality. . . . .	10
Why Did Academics Decide to Walk Out? . . . . .	11
General Comparison of Positions of the Parties. . . . .	12
Union Proposal. . . . .	13
Management Hang-up Against Clear Definitions of Loading . . . . .	13
Comparison with Other Fields of Employment. . . . .	14
Comparison with Other Teaching Jurisdictions. . . . .	14
Comments on Present Agreement . . . . .	19
Experience Before the PSGB. . . . .	20
Article 4: Hours of Work . . . . .	21
Union's Proposed Language . . . . .	26
Closing Comment . . . . .	32
Bibliography. . . . .	33
Additional Documents. . . . .	33
SALARIES . . . . .	34
Part 1: Ability to Pay . . . . .	34
Part 2: Cost of Living . . . . .	37
Application of Salary Adjustments. . . . .	39
Part 3: Union Settlements. . . . .	40
Part 4: Outside Comparisons. . . . .	43
Increments. . . . .	49
Instructor Category . . . . .	50
Revised Articles 5 and 6. . . . .	53
Advanced Degrees. . . . .	54
Appendix I. . . . .	55
Librarians' Brief . . . . .	58
Introduction . . . . .	60
Sexist Bias Against Librarians . . . . .	62
The Current Situation. . . . .	63
Proposals. . . . .	65
Salary Ranges from Other Librarians. . . . .	66

.../

TABLE OF CONTENTS (Continued)

<u>Subject</u>	<u>Page</u>
SALARIES (Continued)	
Librarians' Brief (Continued)	
Comparison of Librarian and Teacher Salaries. . . . .	68
Ontario Public Service Librarians-- Classifications and Salaries. . . . .	70
Concluding Comments. . . . .	71
Demands. . . . .	73
Addenda. . . . .	74
Sources Cited. . . . .	75
Appendix II. . . . .	76
The Community College Counsellor. . . . .	151
Vacations. . . . .	151
JOB SECURITY . . . . .	156
RECOGNITION. . . . .	162
Exclusion by Managerial Role. . . . .	162
Exclusion by Inclusion Under the Support Collective Agreement . . . . .	163
Exclusion of Part Time Teachers and Counsellors. . . . .	164
Exclusion on the Basis of a Sessional Contract. .	165
Article 1: Recognition . . . . .	166
Assortment of Titles Used for Academic Employees in the Colleges. . . . .	167

\* \* \* \* \*



## PREAMBLE

### Introduction

The present dispute between the CSAO CAAT Academic unit and the Ontario Council of Regents arises from the failure of the parties to reach agreement on certain items at issue in the negotiation of a new collective agreement to replace the previous agreement which expired on August 31, 1973.

The renewal talks got underway in the early summer of 1973 and continued at a desultory pace, as far as progress was concerned, through the summer and into the fall.

The "winter of our discontent began with Management making public a set of proposals which it had proposed to submit to the Union on December 17, 1973. The Union committee had advised that it was not prepared to meet on that day in a display of solidarity with fellow teachers in the Secondary Schools who were holding a mass rally in a successful effort to ward off legislation which was similar to the legislation which CAAT teachers had thrust on them, the Crown Employees Collective Bargaining Act.

The Union responded to these proposals on January 5, 1974. At that time, Management also gave the Union a list of items which it claimed were non-negotiable and further informed us that the Ontario Public Service Labor Relations Tribunal had the jurisdiction to decide what was negotiable and what was not.

The Union took the view that the arbitration board had this jurisdiction and, following a hearing before the Tribunal, the Union's position was upheld.

When further direct talks proved fruitless, the arbitration board was convened and Judge Anderson, the Chairman, agreed to attempt to conciliate the dispute rather than arbitrate. When this did not work, the parties prepared to arbitrate.

But on March 6, 1974, when the Union arrived at the site of the hearings, it found that a picket line of militant members had formed to block arbitration on the grounds that CECBA stacked the board two to one in favor of Management. Subsequently, a

referendum was held among the membership on this question and the members voted not to appear before the stacked arbitration board.

More direct talks then took place but came to grief on the difficult question of teaching workload. On September 19, 1974, the results of a referendum on Management's last offer showed that 88.7% of those voting rejected the Management position.

Finally, in October, 1974, a breakthrough was made when, under threat of work stoppages, Judge Anderson agreed to step down as chairman of the boycotted arbitration board and allow an ad hoc board to be set up in its place.

As this board will appreciate, the foregoing chronology demonstrates on the one hand, the determination of CAAT teachers to see that they receive justice and on the other, underscores the necessity of resolving this dispute as quickly as possible.

Since it is our position that this board has been set up outside the ambit of the Crown Employees Collective Bargaining Act, we are pleased to come before it to make our case on the items that remain unresolved.

With this board unfettered by the hobbles of CECBA, we look forward to a full and free discussion of all the issues on their merits rather than having them refracted through the milky glass of the Crown Employees Collective Bargaining Act.

#### The Colleges' Mandate

The Colleges of Applied Arts and Technology were set up with a two-fold purpose: to provide a high-level of instruction and guidance to students over an extremely wide range of subjects, and to serve as a meeting place, resource centre and community focal point for the public at large.

In these and ancillary roles, the College teachers play a vital role. Such participation requires time and devotion which transcends a "job" and rather approximates a vocation.

The goal of both Management and the Union in this context should, in our view, be to provide terms and conditions of employment which will place the teaching staff in such a position

that a maximum of time is spent in achieving College goals and a minimum in conflict over the application or negotiation of a collective agreement.

Although the current negotiations represent only our second go-around, the experience gained in that short space of time does not augur well for the kind of desired climate we have outlined above.

Rather, teachers have found themselves in the unwanted position of spending time and effort as negotiations-grievance officers instead of getting on with the job of imparting knowledge to and stimulating learning in young people.

For these reasons CAAT teachers seek a speedy resolution of the unresolved items of these negotiations in order to hasten the day when they will be at the teacher's desk rather than at the negotiating table.

#### The Issues

As you will see from perusing the Table of Contents, the matters in dispute between the parties particularly touch the teacher in his role in the classroom and in preparation for appearing in the classroom.

In other words, the professional life of teachers is of the utmost importance and, concomitantly, those matters in dispute such as wages and workload which bear most directly on the employee's teaching life are paramount in our search for a collective agreement which will provide the proper background for the teacher's work in the foreground, i.e. in the classroom.

Herein lies one of the greatest challenges that confront those charged with rendering justice in this dispute. That is, to reconcile the "more scholar per dollar" approach of administrative personnel at the Colleges with the "I teach, therefore I am" approach of the faculty.

Such a reconciliation is not outside the ability of persons whose minds are bent to such a task in a creative way, but it will require far more resiliency and openness of attitude than has been evidenced in the exchanges with Management heretofore.

Teaching and community service are the twin aims of the Colleges; all else is housekeeping.

This is not to downgrade the vital role played by other personnel both inside and outside the bargaining units at the Colleges. It is meant to stress that the goal of such personnel is to provide the tools, the climate, the atmosphere and to remove the encumbrances which will allow teachers to maximize the primary goals of the Colleges as stated in some of the preceding paragraphs. In stating its case the Union is not unaware of the fact that, in some respects, we may be seeking the ideal. We are unashamed of holding such aims. Surely the search for perfection is admirable and should not be subject to censure.

On the other hand, we are cognizant of the need for pragmatic solutions to the "academic" items in dispute but would, at the same time, impress upon the Board the need for a full measure of creativity and innovation in applying itself to this task.

#### Standard Benefits

We feel strongly that unless minimum standards find their way into a collective agreement we will continue to face the uneven application of the contract and the variance between College practices on subjects both inside and outside the collective agreement that we have experienced in the past.

The task of finding a common position which takes account of the quite naturally differing views of faculty members at the different Colleges is no less acute for the Union than it is for Management.

However, we have assiduously addressed ourselves to this problem and are ready and able to take definitive positions on behalf of the some five thousand teachers whom we represent.

#### The Teaching Confraternity

Teachers at Community Colleges obviously do not work in a vacuum. As noted earlier, one of the College's roles is to provide a forum, resource center, or meeting place for the community. Teachers are a part of this coming together of members of the public and, therefore have an awareness of community feelings.

Secondly, teachers at Community Colleges are no different from their teaching colleagues in other learning institutions. If one may say so, the "groves of academe" may have many types of trees.

For this reason, CAAT teachers can hardly be unmindful of the current mood of teachers elsewhere in this province. They come in contact with them in the normal course of their work; they have other teachers as friends, neighbors, colleagues.

Therefore, the standards which apply to these teachers from other institutions have a relevance to CAAT faculty members and consequently any collective agreement which is designed to command the respect and support of teachers can in no material way be out of line with the salaries and working conditions enjoyed by teachers in learning centres outside the Community Colleges. This is all the more necessary when one considers that to date, as a result of vehement protest against it, teachers outside the CAAT system are not faced with negotiating within the bargaining strictures which confront the CAAT faculty.

#### Conclusions

We see these negotiations as a milestone for the Union.

Their outcome will not only have a tremendous impact on the professional life of our members but will set the tone of the relationship between the parties for years to come.

CECBA has been tried and found wanting.

This ad hoc procedure offers the framework for both better input and better output.

However, the questioning attitude of the academic is bred in all of us and as a result we will be on guard against what we see to be arbitrary or unfair measures.

Finally, we come before you as women and men who believe in free collective bargaining on all employer-employee issues and we ask you to judge our case and its merits in that light.

HOURS OF WORK

## HOURS OF WORK

### Introduction

Though some definition of work load is important in any collective agreement, it is rare to find the issue assuming the position of top priority, even to the point of directly restricting salary demands. The Union urges the Board to recognize the following special circumstances which make the Hours of Work article the prime concern of this contract:

1. The first contract, resulting from an arbitration, proved ineffective, (both in the Colleges and before the PSGB) in imposing any boundary conditions for scheduled academic duties.

2. The contract has been applied during a period in which the Ontario Government has been trying to impress the public with system expansion, while cutting expenditures--an incompatible combination.

3. Teaching loads have increased persistently in the face of economic pressure and in the absence of controls, until the loads now exceed averages for all similar systems in North America. There is no sign of relief except through enforceable contract clauses.

4. Faculties in the Colleges are caught in a squeeze between increasing work loads and their desire to do their jobs properly. In due course, the pressures of the situation will cause irreparable deterioration if not the downfall of the system.

It is axiomatic that contract conditions should not demotivate employees. The losses the employees have already experienced in buying power are in themselves an obvious demotivator; however, Management has failed to perceive the even more potent demotivator in the form of a continual increase in workload beyond the point of diminishing returns in educational benefit. In various areas of the College system it is increasingly apparent that the academic function has been treated as a rote-learning, mass-production process rather than as a social role. Regrettably, there can be little doubt that prime decisions in the

College System are based on political advantages rather than on educational values. (See for example, letter from Mr. H. Jackson, Appendix .) The existing agreement has failed to define and thereby has failed to stabilize work loads. Without meaningful and objective criteria it seems inevitable that the deliberate political underfinancing will result in further work-load increases at the expense of education and training. Even where the ill-defined parameters of the present contract have been violated, there is no means of redress available, beyond a gentle remonstrance aimed at the College. (The track record before the PSGB confirms this.) The introduction of totally undefined terminology through the last contract arbitration has generated an interpretational nightmare in which Management representatives with transparent inconsistency make the words mean what they will them to mean and when they will them to mean it. They do so with impunity under the ineffective language of the present contract.

The Colleges have argued that the workload complaint procedure (under Article 13 of the present contract) would have solved the problems if it had been more diligently used. Anyone who realistically perceives the growing economic pressure to squeeze every drop from available resources must surely view the present Article 13.02 (iv) as a quixotic form of employee protection. In the several cases where such procedure was tried, it proved ineffectual.

Even in the face of the vagueness of the present Teaching Schedules article, Management has proposed a yet more nebulous and permissive statement of loading, with such subjective criteria as to make redress through the PSGB impossible.

There can be little doubt of an ongoing move to push employee utilization beyond saturation levels. One cannot help but hear the echo from the political aphorism--"More scholar per dollar". When we consider that faculty members are being expected to subsidize a political project within a tight budget, we can assess the increase in output per faculty member which the political declaration forecast.

There can be no doubt that the formula--financing approach places a burden on each College to keep employees for a maximum number of hours at the work site and to make them appear to turn out the maximum number of units of production. Unlike most manufacturing concerns, the Colleges must recognize that defective output is not dealt with merely under a 90-day warranty. It takes too many years to find that the educational product has been found unsatisfactory by the buying public. Consistent with the political scenario is Management's hours-of-work proposal. They seem prepared to reduce the load for some teachers who are overloaded provided that they are permitted to squeeze more from other faculty members who are already loaded heavily enough. It would appear the Colleges have recognized that some loads are very excessive while others range from reasonable through excessive. It takes little imagination to appreciate the simple economic motive in adjusting the very excessive downward by making the reasonable loads excessive, and leaving the excessive ones merely excessive.

The history of the current contract dispute makes it clear that the success of the parties has much less to do with the reasonableness of their positions than with their relative power. Both parties recognized initially that academic workloads should be established by considering a number of elements. The essential difference was that the Union saw the urgent need for enforceable controls, while Management saw the compelling political pressure to leave the gates wide open for arbitrary and substantially unchallengeable decisions by College administrators. After many months, the Union was brought to the frustrating position of seriously compromising its position while Management yielded only to the extent of offering to offset reductions in loading for one group, by increasing loading for another.

Who is better informed and qualified to evaluate what is a reasonable loading--Management or the teacher? Many College Chairmen did not teach before becoming college administrators.

and have not done so since. Is Management then qualified to make arbitrary determinations of fair workloads? Can the blind who have never been there lead those who are there and can see?

Despite the fact that there should be consultation with employees, the Union recognizes that Management will not let its employees become the final arbiters of their own workloads; consequently, the only practicable approach is to make the Agreement the effective workload determinant.

If Management can effectively defeat the employees' right to negotiate "Hours of Work", teachers will continue to be constrained to some combination of undesirable alternatives:

- a) cutting quality of teaching and prostituting the teaching role;
- b) resigning their positions;
- c) working like slaves--an alternative which is unfair to the employee.

As of November 14, the Basic Income Unit (BIU) allowed the College by the Ministry was \$1965. This is the stone wall against which even the most progressive and well-meaning local Management runs when it attempts to rationalize the teaching load. The only variable available is the teaching load, whether in numbers of hours or numbers of students, and thus it is ultimately the individual teacher who must absorb the burden of Government efforts to economize.

Management invariably follows the line of least resistance when confronted with cutting back, and the present Memorandum of Understanding effectively funnels the whole impact of system rationalization on to the teacher. The Government's efforts to slow the pace of growth in the system by the principle of slip-year financing are quickly making the individual teacher's situation intolerable. Colleges are still carrying on heavy

campaigns to attract more students, they are still seeking ways to create larger institutions of more buildings and more courses--the very things the Government was attempting to restrain.

Where the Colleges have attempted to make their savings has been in teacher loading--both in hours and numbers of students taught. There has been little or no attempt to rationalize the system through other administrative economies. Across the system, the ratio of academic staff is, by Management's own figures, one-to-one--an outlandish ratio relative to those in comparable jurisdictions.

#### Cutting of Educational Quality

Throughout current negotiations, Management has exhibited a deep concern with teacher productivity as measured by the production-line standard of so many bodies taught for so many hours. These are deceptively simple criteria for although they are standard measurements used in a factory and have a direct bearing on the balance sheet at the end of the year, they have little bearing on education.

Quite simply, the profit shown by any educational institution in the improvement and development of the student between the beginning of the course and its conclusion. No one is in a better position to know this change than the individual teacher.

Thus, when a teacher complains his marking load is excessive, he is often told to give fewer assignments to the students or perhaps to mark only one assignment in five--a disastrous adaptation of industrial sampling techniques. When Management decides to increase class sizes, to increase time-tabled hours and to introduce other teaching complications, the individual teacher is left to cope with the consequences. The student is cheated.

Unfortunately, the production-oriented bent of much of Management is manifest in the erosion of essential time for grading, preparation and development. There are those administrators who would create such a production-centred atmosphere that a few minutes of chat with a student would be seen as idleness and inefficiency.

Even though imposing various limits on teaching hours is rough justice, it is better than no justice at all.

Why did Academics Decide to Walk Out?

The present negotiations have been doomed from the beginning, for any effective negotiations between the parties have foundered on the provisions of the Crown Employees Collective Bargaining Act. Even if we assume the Council of Regents has wished to negotiate a rational classification system with us--and efforts were made in that direction--it found itself prohibited from doing so by legislation imposed by another level of Government.

Given the wide range and all-encompassing nature of these prohibitions, the teachers found themselves unable to deal effectively with any of their basic concerns under the original structure of the negotiations. They were forced, if anything at all was to be worked out between the parties, to break out of the restraints placed on both sides by CECBA. Thus, they had little choice but to force the issue and found physical rejection of an arbitration board inhibited by CECBA to be the only effective route.

Teachers soon found, however, that while the Government hesitated to impose the CECBA board upon them--as it had the right to do under the Act--it also refused to provide an alternative. Thus once again teachers were forced to take physical action to force the Government to move. This resulted in the one-day shut-down of several Colleges, which, unless the Government had acted at the last moment, would have been a complete shut-down of the system.

There are few other employee groups that would have waited through 16 months of frustration before acting forcefully. That the teachers waited until every other avenue of appeal was exhausted, bespeaks their concern over the grave effects such actions might have on their students. It was not their concern for the embarrassment of Management or discomfiting of the

Government that restrained them. It was primarily concern for students.

The teachers believed that there was no genetic or geographic reason that Community College teachers in Ontario are capable of more teaching over longer periods of time than teachers in similar systems elsewhere. In desperation, they acted. The

distasteful route to this ad hoc arbitration board was forced upon the teachers, but they found they could seek justice in no other way.

#### General Comparison of Positions of the Parties

At the outset of negotiations the parties each took a position on teaching hours that would ostensibly treat all teachers on an equitable basis regardless of the programmes being taught or the source of funding--i.e. the ideal principle, "a teacher is a teacher". To a third party the negotiating parties might seem to have agreed on a principle of equitable treatment for all. Ironically, further analysis reveals that the parties took diametrically opposite positions.

The Union proposed that the Agreement include a number of numerical boundary conditions which would control such factors as time-tabled teaching hours per week and per year, hours of attendance per week, and total student contact hours per year. Management proposed a wide range of teaching hours within which local management could determine the teaching loads over the range from possible to intolerable. The only contractual restraints on Management's discretion would be a collection of nebulous principles, devoid of any real quantification (see p. , Appendix ). It was of special significance to the Union that even the minimum of Management's proposed range was greater than some well-established practices within the Colleges. By analogy with general employment contracts, consider an hours-of-work clause that authorizes Management to impose from 40 to 60 hours per week, depending solely on how demanding Management thinks the job is.

The employees' ability to negotiate hours of work is a must. The Union wants equitable treatment of employees under enforceable contract criteria, while Management's proposed equitable

treatment would be equitable in one sense only--that all employees would be subjected to the same arbitrary discretion of Management. We must presume that the proposal was serious, but we

must view it as a transparent subversion of the employees' right to negotiate hours of work.

Even though CSAO's initial proposals did little more than quantify the better established practices in the system, we modified those proposals substantially in an attempt to reach negotiated agreement. Over the course of 16 months of fruitless negotiations the Union did face up to the practical necessity of reducing and simplifying the initial demands, but to little avail.

#### Union Proposal

##### Objectives:

1. that this section delineate the normal limits for the number of hours of work required of each academic position per day, per week and per year;
2. that the total number of hours of work required for academic employees be reasonably comparable to that for employees in other fields of endeavour and to the teaching loads in other jurisdictions;
3. that there be reasonable compensation for hours required beyond the normal limits;
4. that there be reasonable recognition of the strain and inconvenience of such scheduling factors as
  - a) split shifts
  - b) travelling during shifts
  - c) unusual duty circumstances;
5. that there be specific and appropriate redress against abuses.

#### Management Hang-up Against Clear Definitions of Loading

One of Management's principal arguments against specific definitions of hours of work has been that there are exceptional cases which require special treatment. Management seems especially absorbed with the case of the helicopter pilot who teaches flight training. Management's apparent corollary to the existence of such special cases is that the definition of workloads for the vast majority must be broad enough to include minor exceptions. No matter what Management's motives may be for putting forward

such a position, the existence of a special group of 5 employees within 5500 does not warrant the broadening of loading criteria

to create potential abuses for some 5495 other employees. The existence of an exception should not preclude the establishment of a rule. A small tail must not wag such a monstrous dog. The Union believes that definitions stated which are commensurate with the loads for other employees.

#### Comparison with other Fields of Employment

There appears to be some merit in relating an academic work week to the common 37-hour week (more or less) in other kinds of employment. Opinions vary as to how many hours of preparation and grading are needed for one hour of "class-room" teaching. Such variation of opinion seems partly due to human subjectivity and partly to the variations of subject disciplines, facilities and techniques. Averages of from one to three related hours per "lecture" hour have been discussed seriously in academic circles, but, even if we consider the more conservative estimates, 17 lecture hours would require a total time commitment of between 34 and 51 hours. To that must be added the hours of involvement in course planning and design, divisional meetings and informal discussions with students, which are ancillary to the teaching assignments. There can be no reasonable doubt that 16 lecture hours plus ancillary duties is equivalent to 40 or 50 working hours unless the extra duties are curtailed to the detriment of teaching quality. In assessing the relevance of the foregoing it should be noted that, the academic employees, some of the time are performing similarly to other "white-collar" employees who have neither the stress of public appearance, nor do they generally work 50 hours per week.

#### Comparison with other Teaching Jurisdictions

Since the comparison above cannot be relied on by itself, we must consider academic workloads in other jurisdictions.

Though other countries and other provinces have differing economies and special circumstances, hours of work for academics in other college systems are relevant. It is our contention

that whatever constitutes a reasonable amount of work and responsibility for similar academics in any province or country should be weighed in perspective. The following figures are typical:

<u>College</u>	<u>Source or Contact</u>	<u>Calendar*</u>		<u>Contact*</u> <u>day</u>	<u>Contact Hours**</u>			
		<u>mos</u>	<u>wks</u>		<u>ann</u>	<u>sem</u>	<u>quar</u>	<u>wkly</u>
Adirondack C. C. Glen Falls, N. Y.	Dr. Eisenhart, Pres.			150	450 Max	225 Max		15-22
Alberta: Grand Prairie Grant McEwan Lethbridge Red Deer		9 10			576			12-20 16-18 15
Alleghney County C. C. Pittsburg, Pa.	Dr. Stavridas, Dean	10		150	540 Max	270 Max		15-20
Atlantic C. C. Mays Landing, N. J.	Geo. Angel, Dean	10		150	450 Max	225 Max		15-22
Auburn C. C. Auburn, N. Y.					570 Max	285 Max		20 max
Bellville Area College Bellville, Ill.	Dr. Gordon Stone (Dean)		40	160	512 Max	256 Max		15 avg
Bergen C. C. Paramus, N. J.	Dr. Geo. Charem	10		150	450 Max	225 Max		15-18

\*Academic Year  
\*\*Teaching Hours

<u>College</u>	<u>Source or Contact</u>	<u>Calendar*</u>		<u>Contact*</u> <u>day</u>	<u>Contact Hours**</u>			
		<u>mos</u>	<u>wks</u>		<u>ann</u>	<u>sem</u>	<u>quar</u>	<u>wkly</u>
Capilano College Vancouver, B. C.	Dean Harold Kirchner	10			480	240		12-16
Cook County C. C. Chicago, Ill.				150	390 Max	240 Max		12-13 15-16 Max
Gumderland County Col. Vireland, N. J.					450 Max	225 Max		15 max
Douglas College Vancouver, B. C.	Bill Morley, Bursar	10		160	448 to 576	224 to 288		14-18 20-22
Erie C. C. Buffalo, N. Y.				150	450 Max	225		14-16
Fulton Montgomery C. C. Johnstown, N. Y.				150				14-16
Genesee C. C. Batavia, N. Y.	Stuart Steiner, Dean			150	540 Max	270		14-22
Gloucester County C. C. Sewell, N. J.				150	450 Max	225 Max		15-18

\*Academic Year  
\*\*Teaching Hours

<u>College</u>	<u>Source or Contact</u>	<u>Calendar*</u> <u>mos</u> <u>wks</u>		<u>Contact*</u> <u>day</u>	<u>ann</u>	<u>Contact Hours**</u> <u>sem</u> <u>quar</u> <u>wkly</u>
Green River C. C. Auburn, Wash.	Earl Norman, Dean			158-164		165      15-24
Hutchinson C. C. Hutchinson, Kansas	Dr. H. H. Elland, (Pres.)			185		15-20
Illinois Valley C. C. Oglesby, Ill.				150-160	512	256      15-16
Jefferson C. C. Watertown, N. Y.		10		150	495 Max	247      16.5 avg.
Lehigh County C. C. Schuylkill, Pa.		10		150	450 Max	14-16
Mercer County C. C. Trenton, N. J.		10		150	540 Max	270 Max      15-18
Middlesex County Col. Edison, N. J.				150	450 Max	225      18 max
Minnesota C. C. 18 Campuses in State	Dr. Carlyle Davison			163	510 avg	172 avg      15 avg

\*Academic Year  
\*\*Teaching Hours

<u>College</u>	<u>Source or Contact</u>	<u>Calendar*</u> <u>mos</u>	<u>Contact*</u> <u>day</u>	<u>ann</u>	<u>Contact Hours**</u> <u>sem</u>	<u>quar</u>	<u>wkly</u>
Mohawk Valley C. C. Utica, N. Y.	Dean Paul Graham		150	360 to 660			12-22
Mount Wachusett C. C. Gardner, Mass.	Dr. Jack Bassett Dean of Faculty	10	150	360 to 660	180 to 380		12-22
North County C. C. Saranac Lake, N. Y.	Tom Kennedy, Registrar	9	140-160	336 576	168 288		12-18
Ocean County, C. C. Toms River, N. J.	Dr. Will Oliver	10	150	360 640	270 330		12-22
Dawson College Montreal, Quebec	Courtney Pratt Sec. Gen.	10	150	450	225		12-15
Rockland C. C. Suffern, N. Y.							12-16
Vancouver City Col. Vancouver, B. C.	Dr. J. J. Denholme Principal		160	448 to 576			14-22

\*Academic Year  
\*\*Teaching Hours

The Union's proposal has the following characteristics:

1. It deals primarily with objective numerical values and avoids highly opinionative aspects.
2. It provides enough ancillary time per week to permit quality teaching.
3. It provides administrative flexibility for short-term overload, and specific pay adjustments for extra work done.
4. It makes redress simple to determine.
5. It provides clear enough criteria for accurate budget planning and computer-assisted time-tabling if desired.

Comments on Present Agreement

Undefined groups. The present Article 4.01 refers to "Academic Post-Secondary" and "Craft and Skill", two undefined categories. Owing to the lack of definition, and perhaps the unworkability of the definition, various Colleges (e.g. St. Clair) have arbitrarily treated some courses as partly craft and skill, in order to justify increased teaching loads. On the other hand no reciprocal reduction occurred for those teachers whose courses are partly post-secondary academic. In short, the Colleges can apply the two vague categories to subjects, parts of subjects or programmes, in whatever combination justifies the greatest workloads.

Undefined limits on contact hours. To determine aggregate loading for an academic year, the averaging was to be done on a "Campus or Division basis (whichever is applicable)". This language has led to problems where one employee teaches in several divisions or several campuses. In addition, the inaccessibility of the overall scheduling data has made the clause unenforceable. The difficulty of interpreting the phrase, "shall normally adhere to the following", would in itself have made the article unenforceable before the PSGB. In any case there is no remedy available.

The Union negotiators who signed the first arbitrated agreement (still in effect) believed, in good faith, that the expressed maxima of 22 hours per week, and 27 hours per week would be the allowable limits for the respective groups. The

Colleges have since made it clear that they can increase the figures to whatever they believe appropriate. At the time of signing that same Agreement the vast majority of teachers in the system taught classes for some 30 to 34 weeks per year. Also, the number of contact days fell in the range between 150 and 170 for most teachers. Despite nebulous assurances to the contrary, all of these conditions have been seriously eroded.

#### Experience before the PSGB

During the course of the past year and a half it has become obvious that the Union negotiators and College Management did not share the same viewpoint on the issue of workload as laid out in the Memorandum of Understanding. Many of the Colleges began timetabling teachers in both groups beyond the number of hours the Union had believed to be the understanding for any given week. Many of the Colleges began extending the length of school years. Contrary to certain public Government statements indicating that the teachers and their Union jointly arrived at appropriate workloads, the Union filed two key grievances during the life of the Memorandum of Understanding dealing with these issues. At Durham College a grievance was filed objecting to the increased length of the school year, that is, the extension of the year beyond past practice and without additional compensation for the teachers concerned. In the fall of 1973 on behalf of nurse teachers at Sheridan College there was filed a grievance against timetabling teachers for more than 22 hours per week. Both grievances were lost at the PSGB, which ruled as the Colleges desired, that the teaching year for any teacher in the system could be as many as 200 days, regardless of how many days the teacher had previously been instructing, and that a teacher could be assigned an unlimited number of hours in any one week so

long as the average for the year was no more than 22 hours per week for group I, and 27 hours per week for group II. Now that the contact year had been established by the Grievance Board as

200 teaching days - despite the final paragraph of Article 4.01,

it meant that a teacher in group I could be expected to teach 880 hours per year and one group in group II could teach 1080 hours per year. It meant that a teacher in group I, previously teaching 18 hours over a 32-week year (i.e. 576 hours per year), could face without remedy or additional compensation 304 hours more teaching per year, or an increase of nearly 60 per cent in timetabled hours. Once those workload grievances had been filed and lost, there was no need to inundate the Grievance Board with similar complaints. After all, you only need to be hanged once. The Union knew the only remedy lay in contract modifications. It might be added that the nurse-teacher grievance was filed in October, 1973 but not heard until June, 1974. Even had the Union prevailed in that grievance, the academic year was almost over for the persons involved. Moreover, even had the Grievance Board found against the Colleges in the Durham and Sheridan cases, there was and is no provision in the Memorandum of Understanding for financial compensation in the event of overloading. Compensation for lengthened school years and higher weekly loads, beyond agreed levels, is common throughout community and junior college systems in North America.

The Union contends (with suitable appended references) that the teachers in this system are now, on average, teaching more hours in a week than teachers in any other system in North America. Just as for the actor the most arduous time is on stage, and as for the lawyer the time of greatest concentration is in the courtroom, so, too, for the teacher, the most trying time is in the classroom. It is this factor which we seek to be controlled at a reasonable level, not only for the well-being (physically and emotionally) of the teachers, but also for the maximum benefit to the students and the system as a whole.

#### Article 4: Hours of Work

4.01 It is the function of this article to define all the work required of an employee. It is recognized that

an employee normally averages more than 40 hours of

work per week in carrying out his full range of responsibilities to students, the College and the professional role, and that many of these hours will be planned by the employee himself.

4.02

Definitions:

Teaching hour: any period of 50 minutes or less in which one or more students are instructed, supervised or assessed in a scheduled meeting of a class, lecture, laboratory, clinic, studio, shop, etc. or in any other way assigned to an employee.

Contact day: Any day in which one or more teaching hours occurs or is scheduled to occur.

Student contact hour: The involvement of one student in a teaching hour; the number of student contact hours for each teaching hour shall equal the maximum number of students to be dealt with by the employee during that hour.

Week: The period Monday through Friday.

Semester: A period of time not to encompass more than 75 contact days.

Academic year: The ten-month period referred to in clause 4.07.

4.03

The College will establish teaching schedules for each teacher as follows:

a) Group I: All courses within programmes for which the Ontario Secondary School Graduation Diploma or its equivalent is a prerequisite, except for those courses specifically covered under Group II below:

(i) 15 teaching hours in any week;

(ii) to provide flexibility in scheduling, up to 18 teaching hours per week for one semester, provided that the total number of teaching hours does not exceed 500 within the academic year.

b) Group II: All courses within Retraining and Apprenticeship programmes, including those courses for which students are subsidized by outside Government agencies.

(i) 18 teaching hours in any week;

(ii) to provide flexibility in scheduling, up to 21 teaching hours per week for one semester, provided that the total number of contact hours does not exceed 650 within the academic year.

c) Co-ordinators: The scope of co-ordinating duties and the salary allowance for each co-ordinator shall be stated in writing at the time of appointment (or at the commencement of this Agreement). The reduction in teaching hours shall also be stated in the document, but in no case shall the assigned teaching hours in any week exceed 10.

d) Any teaching hour not specifically within Group II shall be deemed to be in Group I.

e) For any employee whose teaching schedule comprises any combination of assignments in both Group I and Group II the following provisions shall apply:

(i) If more than one half of the teaching hours fall within Group I, the limit for assigned teaching hours per academic year shall be 500.

(ii) If the teaching assignment is divided equally between Groups I and II, the limit for assigned teaching hours per academic year shall be 550.

(iii) If more than one half of the teaching hours fall within Group II, the limit for assigned teaching hours per academic year is 600.

f) (i) The number of clock hours in any day, between the beginning of the first and the end of the last required duty shall not exceed 7 except as agreed among the College, the employee and the Union Branch.

(ii) The College shall endeavour to arrange timetables so that individual teaching assignments do not contain more than three consecutive teaching hours with less than a one-hour break.

(iii) The College shall endeavour to prevent extended gaps in teaching assignment during the day.

g) A maximum of 25 hours of duty in each week may be assigned to each full-time teacher. These hours will include scheduled teaching hours, contact with students through scheduled office hours, field trips and similar group activities, committee and other institutional work; travel time to duties away from the employee's major work location.

h) Additional hours beyond scheduled teaching hours shall not be assigned unless the College provides suitable work facilities.

4.04

a) The required hours of duty for any counsellor shall not exceed 30 hours in any week. A counsellor may be assigned up to an average of 25 hours per week in student-contact availability. The remaining time shall be self-directed and may include such professional responsibilities as preparation, research, staff and community consultation, and testing.

b) The required hours of duty for any librarian shall not exceed 35 in any week.

c) For the purposes of 4.04 a and b, one scheduled teaching hour shall count as two hours of duty, one hour of which shall be for preparation, marking, etc.

4.05

The College shall assign contact days during the academic year according to the following provisions except where there is compensation for overload under 4.06:

a) For each employee whose teaching assignment falls within Group I: 150 contact days.

b) For each employee whose teaching assignment falls within Group II: 170 contact days.

c) For each employee whose teaching assignment falls under the provisions of 4.03 (e) (i, ii, or iii), respectively, (i) 150 contact days, (ii) 155 contact days, (iii) 165 contact days.

d) Additional contact days with the assent of the employee may be assigned during the regular vacation period, subject to the provisions of 4.06 (c), but not subject to 4.06 (a) and (b).

4.06

a) Compensation for overload under 4.03 (e) shall be at the rate of 1/160 of the employee's annual salary for every 5 hours or part thereof.

b) Compensation for overload under 4.05 a, b, or c shall be at the rate of 1/160 of the employee's annual salary for each day or part thereof.

c) Compensation for work assigned during the normal vacation period shall be at the rate of 1/160 of the employee's annual salary, for each day or part thereof, subject to the following restrictions:

(i) At no time shall such an assignment be considered to be of less than 10 day's duration.

(ii) The load for such period shall be subject to clauses 4.01, 4.03 a (i); b (i), c, d, e, f, g, and h, and 4.04.

4.07

The academic year for each employee shall consist of the 10 months from 1st September through 30th June. If by mutual agreement, any employee takes some part or all of his vacation entitlement during the period above, the academic year for that employee only, shall be deemed to extend past the 30th of June by the number of vacation days taken during the normal academic year.

4.08

The maximum number of student contact hours for any employee in any given week shall not exceed 350, and will be modified according to the following criteria as applicable:

- a) In those teaching situations involving student practice on human patients, the ratio of students to teacher shall not exceed 8 to 1.
- b) In those teaching situations requiring the acquisition, by each student, of linguistic competence in a second language, the class size shall not exceed 15 students.
- c) In those teaching situations requiring tutoring of students on a self-paced, individualized-instruction or continuous-intake basis, the number of students to be dealt with by any employee at any one time shall not exceed 12.

4.09 It is the intent of this clause to assure that locally established hours of work which are less than those provided for above shall not be increased.

- a) The following shall apply to the teachers at any given campus over any academic year within the effective period of this agreement:

The per capita number of teaching hours shall not exceed the number for the corresponding academic year within the period September 1, 1972 through August 31, 1973.

- b) The following shall apply to each teacher whose total number of contact days per academic year from September 1, 1972 through August 31, 1974, was less than the number given in 4.05 above:

The lesser numbers shall be used for the application of overload payments under 4.06.

4.10 The parties agree that no College shall circumvent the provisions of Article 4, by arranging for excessive teaching loads on the part of persons who are excluded from the academic bargaining unit.

Union's Proposed Language

Union Proposal 4.03: This revision defines the groups in a workable way and bases weekly teaching hours on individual figures which are easily checked in timetables and easily ruled on by a grievance board under 4.03 c of this proposal the coordinators would acquire some protection. At present they may

be paid as little as nothing (see Article 3) for undefined duties in addition to weekly teaching loads.

Union Proposal 4.03 (e): This clause provides specific terms for cases of mixed assignments in the two general teaching areas.

Union Proposal 4.03 (g): Teaching by its very nature is mentally and even physically fatiguing. The span from the first to last scheduled work in a shift is an important factor in determining fatigue and resulting loss of efficiency. The factor is well recognized in designing of student timetables, and is considered carefully by the better designers of teacher timetables. A teacher is not a machine to be switched off during gaps in teaching schedules. Good teaching-learning requires alertness of mind in student and teacher. (An alertness of mind on the part of the timetabler could avoid the problem in the first place.)

Though it is possible for a teacher to endure through an extended shift on occasion, it creates not only a need for greater rest, but creates an inevitable social inconvenience (disruption of family life, visits with friends and relatives, hobbies, independent educational projects and updating, normal domestic and community duties, etc.).

We do not believe that an effective teacher can be less of a social being than other kinds of employees. Furthermore, split shifts frequently result in direct cost to the employee, owing to the need to buy additional meals away from home, with the attendant gastronomical trauma of extra cafeteria food. A span of 7 hours is justified relative to the limits of 6 hours established in other jurisdictions.

Union Proposal 4.03 (h): It is the practice in some Colleges, under the present contract, to assign a teacher to a full weekly schedule for student contact, plus any other duties the Chairman may wish to assign, with no defined limits. There must, therefore, be real controls to limit other assignments above and beyond those duties that arise directly from teaching assignments.

The Union contends that the normal and reasonable workloads for employees in all spheres of employment are determined not by some objective analysis of human capabilities, but rather by established customs within a given society. In the existing Academic Unit the employee roles run the gamut from pure desk work to pure lecture assignment. They also include such diversified pursuits as working with live patients and with dead automobiles. In short the multiplicity of job roles in the Academic Unit contains components with remarkable similarity to the ambit of the Private Sector, except that the academic roles involve the employees in the doing and the teaching of this wide range of activities. Since the functions go well beyond the scope of traditional teaching, it is imperative that the hours of work be clearly specified for all appropriate job roles. Our proposal recognizes 15-21 hours of scheduled student contact as well as 25 hours of total required attendance for all purposes. This provision would apply to any faculty member who performs a desk job part of the time. To appreciate clause 4.03 (k) fully, one must consider that some Colleges do not provide the necessary facilities for the type of work required. Faculty members frequently do much work at home. It is imperative that hours of attendance beyond scheduled teaching hours not be imposed unless the necessary seclusion and facilities are provided for the type of work to be done. It would clearly be counter-productive and unfair to impose excess hours of attendance in the College if ambient conditions prevented or impeded the necessary work which would then have to be done at home anyway.

Union Proposal 4.04: This provision clarifies duty assignment for counsellors and librarians; a matter deferred by the first contract arbitration.

Union Proposal 4.04 (c): This item provides for the practice of assigning part teaching loads to counsellors and librarians.

Union Proposal 4.05: The Union has advocated a contact year of 150 to 170 days. Management has proposed a contact year of 190 days, somewhat more than the 186 days in Ontario Secondary Schools. We believe that the contact year for College teachers should fall between those for Universities and Secondary Schools, to bring the practice in line with comparable institutions.

Quite apart from comparisons with other College systems, we must consider the functional purposes and background for such a proposal as 4.05.

It is becoming increasingly apparent that Management is determining educational efficiency in terms of students processed per dollar.

Unfortunately, many College administrators are not educationists and do not seriously weigh the opinion of career educators in the matter of meaningful educational benefit per dollar. It is sometimes difficult to distinguish between the results of ignorance of the educational process, and the inescapable pressure to cut corners within a growing, but underfinanced system. The superficial application of grade-school arithmetic would suggest that academic staff may presently be underutilized. There is pressure to impose full teaching schedules for a full ten months. On a short-term basis a teacher may be able to function on a full schedule for 10 months; however, the long-term result must be a withering of what should be a vital process of study, revision, research, feedback, etc. The morale of experienced teachers is bound to be shaken when they see themselves becoming part of a computerized sausage machine where "through-put" of bodies becomes the measure of efficiency and the same course material must be applied to the victims year after year, without the traditional work of preparation and re-assessment of the teaching-learning process. The need for careful budgeting cannot be denied, but the perfunctory view of educational efficiency must be avoided if the role of the Colleges is to

be maintained. The BIU must be seriously regarded as something more than politically motivated transfer payment.

Teachers in most jurisdictions have traditionally had considerable periods in each year when student contact is minimal. These periods are used for:

- 1) lesson, course, programme design and revision;
- 2) search and evaluation of textbooks;
- 3) preparation of miscellaneous instructional material and tests;
- 4) meetings required by the employer for co-ordination of programmes and for professional development;
- 5) informational research for self-preparation and updating;
- 6) promotion meetings, etc.

If this period for revamping and rejuvenating courses is eliminated, many of the existing courses (and those yet to come) will suffer drastically. It is for such reasons that contact should be limited to the range 150 - 170 days, the teaching load may be extended, for additional days if additional compensation is paid.

The present contract (article 5) provides for ten months' service with an optional 11th month, but does not provide for the assignment of periods shorter than the additional month. The flexibility of day-by-day adjustment at some simple fraction of annual salary per day will readily provide for greater programme flexibility.

Union Proposal 4.06: This proposal takes into account the need for some flexibility in assignment by permitting long-term averaging. It does not prohibit additional loading, but merely provides overload payment for contact hours in excess of normal limits. This approach too, is equitable and is easily applicable in the well-accepted sense of extra pay for extra work.

Mixed assignments under two groups, are dealt with specifically to avoid confusion and dispute. The figures proposed would produce little cost in campuses with more favourable established conditions, and are more than supported by data from similar institutions in other jurisdictions.

The present Agreement (through letter of intent attached to it) was supposed to provide 5 per cent to allow for the workload disparity for Retraining teachers. The grievance on the issue from Christmas 1972 is still unresolved. Though the grievance will no doubt have to rest on the present Agreement, the new approach of this article provides a better and more flexible way of recognizing individual disparities in loading.

Union Proposal 4.08 - Student Contact Hours: The concept of student contact hour is intended to provide a means of limiting various interrelated factors in a manner which can be averaged over the teaching week to provide maximum flexibility along with some useful reflection of the number of student contacts.

Though the formula does not reflect the types of marking that are involved (e.g. literature or mathematics), it does take into account weighted class size and therefore, to a reasonable extent, reflects marking load. It is an established fact that present formulas (such as 20 hours per teacher per week) have been applied simplistically in some Colleges to Divisions of various kinds. Apparently the differences between different kinds of subjects are not presently being reflected in Divisional averages. The figure of 350 assumes a norm of 17 hours per week and an average of over 20 students per class. (The figure of 20 students per class is higher than the norm for secondary schools.)

As noted in the Appendix and obtained from the colleges' own statistics for 1973-1974 on a system-wide basis the average of full-time students to teachers was 14.11 to 1. If Academic group I teachers had averaged 17 hours of classroom instruction on a system-wide basis over that period then the average student contact hours would have been 17 times 14.11 or 240. If the average group II teacher had been timetabled for 21 hours during that time, then his student contact hours, on average would have been 21 times 14.11 or about 300. The Union notes that these overall figures are conservatively compatible with the figure of 350 proposed by the Union.

Union Proposal 4.08: The Union believes that, in principle, there must be special limits imposed for teaching hours in which an employee is placed in an extremely demanding situation.

Apart from the obvious safety aspect of (a), an employee supervising students who are working with human patients carries a most unusual sort of responsibility which makes for excessive stress on the employee if the number of students to be dealt with at any one time exceed 8. This figure reflects limits within well-established practice.

Items (b) and (c) deal with two general types of classroom environments where the teacher must be in "high gear" at all times in continuous verbal drill or rapid tutoring of individuals. Such a proposal is difficult to rationalize; it is based on experience of the employees in such circumstances.

Closing Comment

The Union recognizes that some elements of teaching loads cannot successfully be quantified. All teachers have an assortment of ancillary duties which will occupy various numbers of hours, depending on teaching environment and approach as well as the diligence and energy of the teachers. Though no two teachers can be dealt with as two peas in a pod, we believe that workable "rough justice" can be achieved along the lines we have followed and which are quite similar to the trend in other established contracts.

Regrettably, the vagueness of Article 4 in the present Agreement has, in effect, permitted the Colleges to take back from the faculty the percentage salary increases awarded by the previous arbitration. In addition, the ever increasing "utilization" of faculty must result in diminishing educational returns and a deterioration of the quality of performance. We believe that this arbitration board should accept our proposals as being just and reasonable for all concerned.

Bibliography (Hours of Work)

The following contracts or relevant portions thereof have been used in the preparation of this submission:

Adirondack Community College, Glen Falls, N. Y.  
Allegheny County Community College, Pittsburg, Pa.  
Atlantic Community College, Mays Landing, N. J.  
Auburn Community College, Auburn, N. Y.  
Bellville Area College, Bellville, Ill.  
Bergen Community College, Paramus, N. J.  
Capilano College, Vancouver, B. C.  
Cook County Community College, Chicago, Ill.  
Cumberland County College, Vineland, N. J.  
Dawson College, Montreal, P. Q.  
Erie Community College, Buffalo, N. Y.  
Fulton Montgomery Community College, Johnstown, N. Y.  
Genesee Community College, Batavia, N. Y.  
Gloucester County Community College, Sewell, N. J.  
Grand Prairie Regional College, Grand Prairie, Alta.  
Green River Community College, Auburn, Wash.  
Hutchinson Community College, Hutchinson, Kansas  
Illinois Valley Community College, Oglesby, Ill.  
Jefferson Community College, Watertown, N. Y.  
Lehigh County Community College, Scheneksville, Pa.  
Mercer County Community College, Trenton, N. J.  
Middlesex County College, Edison, N. J.  
Minnesota Community College System, Minnestoa, U.S.A.  
Mohawk Valley Community College, Utica, N. Y.  
Mount Wachusett Community College, Gardner, Mass.  
Ocean County College, Toms River, N. J.  
Onondaga Community College, Syracuse, N. Y.  
North County Community College, Saranac Lake, N. Y.  
Rockland Community College, Suffern, N. Y.  
Ryerson Polytechnical Institute, Toronto, Ont.  
Vancouver City College (Langara), Vancouver, B. C.  
Wayne County Community College, Detroit, Mich.

Additional Documents (Hours of Work)

NEA Tables

Collective Bargaining in Higher Education: Contract  
Content, West Virginia University

Association of Alberta College Faculties: Collective  
Bargaining.

SALARIES

SALARIES

PART 1

ABILITY TO PAY

The Council of Regents have submitted two previous briefs pertaining to the CAAT bargaining unit to arbitration boards constituted in the manner set out in Section 10 of the Crown Employees' Collective Bargaining Act. One submission was dated February 8, 1972 and the other March 6, 1974. In both briefs the colleges defended their salary offers by making references to the severe financial constraints facing the Colleges.

To illustrate:

On February 8, 1972 the Colleges wrote the following: "The Colleges do not intend to describe the serious financial constraints now on all educational authorities at every level. The Board with their considerable experience will appreciate the severe economic limitations facing the Colleges which necessitated staff reduction at some Colleges. In the face of such adverse conditions the Colleges proposed salary ranges for 1971-72 that incorporate improvements of approximately 4.6 per cent in general improvement, again without application to increments or allowances."

Once again on March 6, 1974 the Colleges repeated the same argument: "It is the position of the Colleges that its salary offer is fair and reasonable based on comparison with the criteria normally relied upon in salary determination and is generous in the face of the serious financial constraints now upon all educational authorities. The Board, with their considerable experience, will appreciate the severe economic limits facing the Colleges. There have been significant lay-offs of academic staff in some Colleges and a continuing reduction of staff complement through attrition at other Colleges."\*

---

\*Section 6(a) (1) (b) of the Ministry of Colleges and Universities Act.

The first point that must be made clear is that the financial constraints referred to above are controls imposed on one agency of the crown by another. The Ontario Cabinet, through the Minister of Colleges and Universities, imposes the controls directly on the Colleges.

The second point is that under the governing legislation the employer is the Crown in Right of Ontario. The Ontario Council of Regents is merely the Crown's representative acting on behalf of the Boards of Governors of the 22 Colleges at the bargaining table.

The picture now comes into focus. The Crown's representative is saying to the CSAO and the Arbitration Board that because of the financial constraints the Crown has imposed on itself that the Crown does not have the ability to pay. The Board must be aware of the fact that unless it ignores the self imposed financial constraints of the Colleges that once again the academic staff will be forced to subsidize the Colleges with excessive work loads and substandard working conditions.

There is a strong analogy between the situation described above and that documented by the Honourable Emmett M. Hall, arbitrator of the dispute between the Railways and the Railway Unions in 1973.

In July of 1973, the Government of Canada announced in Calgary at the Western Opportunities Conference that freight rates would be frozen for a period of eighteen months, thereby cutting off any possibility that might otherwise be available to the companies to recoup additional labour costs from the users of their services. The Railways argued before the arbitrator that because of the financial constraint of the freight rate freeze imposed on them by the Government of Canada, they lacked the ability to pay.

Mr. Justice Hall's award dated January, 1974 dealt with the ability to pay issue as follows:

"The use of rail transportation as an instrument in equalizing regional disparities is a policy to which the nation has long been committed and the Calgary declaration was in harmony with that policy. . . . However, this use of railways as an instrument of national policy requires that it should be the nation as a whole not the employees of the railways, which must absorb any deficit that may occur in the carrying out of the national policy.

I cannot accept the Calgary declaration as an obstacle to granting increases or benefits otherwise justly due the employees. The employees cannot be asked to subsidize the carrying out of a commitment made in the national interest. To the extent that the railways are locked into the situation of subsidizing the national purpose, as I think they are here, they should be recompensed from the public treasury."

Through extreme work loads, poor working conditions, and generally low pay, the Academic Staff of the Colleges have been subsidizing the inadequate planning and gross mismanagement of the Community Colleges for long enough. The Government of Ontario has told us in a hundred ways not to interfere with the management of the Colleges and yet they expect the employees to pay the price for their mistakes. Moreover the Government accuses the union of manufacturing a confrontation when the employees finally decide that enough is enough.

The union asks for nothing more than what is reasonable in comparison with benefits enjoyed by employees in similar occupations in related institutions.

PART 2

COST-OF-LIVING

	<u>CONSUMER PRICE INDEX FOR CANADA (1961=100)</u>									<u>1973-1974 PERCENTAGES BY MONTH</u>
	<u>1966</u>	<u>1967</u>	<u>1968</u>	<u>1969</u>	<u>1970</u>	<u>1971</u>	<u>1972</u>	<u>1973</u>	<u>1974</u>	
January	109.3	113.0	118.1	122.6	128.2	130.3	136.7	144.5	157.6	9.1
February	110.0	113.1	118.2	122.6	128.7	130.9	137.3	145.3	159.2	9.6
March	110.2	113.4	118.6	123.2	128.9	131.3	137.4	145.7	160.8	10.4
April	110.8	114.4	119.3	124.6	129.7	132.2	138.2	147.3	161.9	9.9
May	111.0	114.6	119.4	124.9	129.6	132.7	138.3	148.4	164.6	10.9
June	111.3	115.2	119.8	125.9	129.9	133.0	138.5	149.7	166.7	11.4
July	111.7	116.3	120.4	126.4	130.5	134.1	140.2	151.0	168.0	11.3
August	112.2	116.8	120.8	126.9	130.5	135.0	141.3	153.0	169.6	10.8
September	112.3	116.7	121.1	126.6	130.2	134.7	141.8	153.9	170.6	10.9
October	112.5	116.5	121.4	126.8	130.3	134.9	142.0	154.3	172.2	11.6
November	112.6	116.9	121.9	127.4	130.3	135.4	142.3	155.5		
December	112.9	117.5	122.3	127.9	129.8	136.3	143.3	156.4		
Annual Average	111.4	115.4	120.1	125.5	129.7	133.4	139.8	150.4		
Annual % Increase	3.72%	3.59%	4.07%	4.50%	3.35%	2.85%	4.79%	7.58%	11% (projection)	

Arbitrators have tended to break down wage settlements into three components. They are: 1/ Catch-up

2/ Cost of living.

3/ Productivity

The catch-up component is simply the amount expressed in dollars or percentages that the particular bargaining unit has lost over the previous contract or contracts due to the cost of living, union settlements, etc. The cost of living element is that amount that is necessary to maintain the standard of living in the face of inflation. In economic terminology, it is usually referred to as holding the real wage constant. The productivity component is that amount that will enable the employees to have a share in

the increased wealth of the nation as measured by Gross National Product increases. In other words, it makes it possible for labour to raise its standard of living along with the rest of the other

sectors of the economy when the nation's wealth is growing. It should be emphasized that all three components are additive. The 1972 award provided for increases of 8% effective September 1, 1971 and 5 1/2% effective September 1, 1972. A lump sum of \$225 was also awarded to attempt to compensate for the abnormally long delays associated with the ad hoc certification procedure.

Using Table I, the increase in the cost of living from August 1971 to September 1974  $(\frac{170.6 - 135.0}{135.0} \times 100)$  is 26.4%. The increase that is necessary, therefore, to bring the salaries to the break-even point is  $26.4\% - 13.5\% = 12.9\%$ . The 12.9% should be made retroactive to September 1, 1973.

To arrive at a percentage amount for the second year of the contract (September 1, 1974 to August 31, 1975), it is necessary that the Board look into the future. To assist the Board in this endeavour, the union would like to place before it, the forecasts of two highly reputable agencies.

Both the Conference Board in Canada and the Institute for the Quantitative Analysis of Social and Economic Policy\* (University of Toronto), predict that inflation in 1975 will continue at at least the current rate. The Conference Board suggests a rate of 12% for 1975 while the Institute predicts 11% inflation for the same period. The main cause of the continuing inflation according to the Institute is the ripple effect through the rest of economy caused by the energy crisis in the early part of 1974.

The normal method of approximating the productivity component for employees in the public sector is to apply the average annual increase in productivity of the labour sector of the economy.

The figure recently accepted by the Federal Government and the Public Service Alliance is 3%.

---

\* See Appendix 1.

For the academic staff of the Colleges to be able to share in the increasing wealth of the Canadian economy, the second year increase must be at least  $12\% + 3\% = 15\%$ . The minimum position of the union on salaries over the term of the agreement is therefore 12.9% effective September 1, 1973 to August 31, 1974 and 15% effective September 1, 1974, the contract to expire on August 31, 1975.

It cannot be overemphasized that the union, in an effort to reach a settlement on the other items particularly work load, bargained in good faith to its "rock bottom" position on salaries. It is a position that if implemented would do little more than maintain the employees standard of living over the contract term. An award on salaries less than 12.9% and 15% over two years would have the effect of lowering the employees standard of living relative to other employees in Canada.

#### Application of Salary Adjustments

For 1973/1974:

All increases shall be applicable to each employee who was on staff on or after 31 December 1973, or who was terminated by the College on or after 1 September 1973.

For 1974/1975:

All increases shall be applicable to each employee who was on staff at any time between 1 July 1974 and the date of the contract arbitration award.

In any case where an employee was on staff for less than an entire year, the retroactivity shall be pro-rated on the basis of the number of calendar days on staff, out of a possible 365 days.

Any across-the-board increases shall be applicable to annual salary,

including Northern allowance, co-ordinator allowance and extra-degree allowance, etc.. General increases for a given period shall

be based on the salaries in effect for the immediately preceding

contract period, and shall be applied to the scale maxima and

minima as well as to the individual salaries.

### Interest

The Union also asks the board to compensate the employees in the bargaining unit for the long period during which they have been without a salary increase by awarding a payment of 7% interest on the retroactive salary increase for each employee.

### PART 3

### UNION SETTLEMENTS

In his special report entitled "Collective Bargaining in the Ontario Public Service", May 1969, his Honour Judge Walter Little reminded the Government of its obligation to its employees where the strike right has been taken away.

He stated: "It is therefore implicit in the conclusions I have reached against the right to strike in the public service, that governments have a duty to ensure that those who are not accorded the right to strike are rewarded for their services on a basis at least as favourable as those who have such right."

Obviously only those employees who are unionized outside government have the legal right to strike; therefore, according to Judge Little's criterion, only unionized employers outside government should be considered by arbitration boards.

The union has examined average union settlements for all bargaining units with 200 or more employees for Ontario and 500 or more for Canada. The data was published by the Ontario and Canada Departments of Labour.

TABLE II

AVERAGE PERCENTAGE INCREASES IN BASE RATES FOR NEW SETTLEMENTS  
COVERING ALL COLLECTIVE BARGAINING UNITS OF 500 OR MORE EMPLOYEES  
CONSTRUCTION INDUSTRY EXCLUDED - ANNUAL COMPOUND RATES BY QUARTER  
AND YEAR\*

1971 - 1974

YEAR	MANUFACTURING				NON-MANUFACTURING				ALL INDUSTRIES			
1971												
Quarterly	7.3	8.1	8.7	6.8	8.1	7.8	8.1	7.6	7.8	7.8	8.2	7.5
Annual	7.7				7.8				7.8			
1972												
Quarterly	7.5	7.8	9.3	9.3	10.2	7.6	8.8	6.7	9.2	7.6	9.1	6.9
Annual	8.7				7.6				7.9			
1973												
Quarterly	9.1	9.9	9.4	7.2	9.6	9.2	10.5	11.3	9.6	9.4	10.0	9.9
Annual	8.6				10.1				9.7			
1974												
Quarterly	12.7	11.7			11.2	12.8			11.4	12.7	14.5	
Annual									(12.8)**			

\*Source: Labour Canada - Economics and Research  
Collective Bargaining Division

\*\*Projection Based on Average of First Three Quarters

TABLE III

Average Annual Percentage Increases in Base Rates Established  
by Collective Bargaining Settlements Negotiated in Ontario by  
Quarter - All Industries and in Education and Related Services

Year	Quarter	All Industries All Agreements	Education and Related Services
1971	4th	8.2%	11.7%
1972	1st	7.3	7.3
	2nd	8.2	6.4
	3rd	8.3	7.9
	4th	7.5	7.3
1973	1st	7.7	8.9
	2nd	7.8	5.1
	3rd	8.6	9.4
	4th	7.6	9.4
1974	1st	9.9	8.5
	2nd	13.8	10.0
	3rd	14.3	12.1

Source: Research Branch, Ontario Ministry of Labour,  
"Wage Developments in Collective Bargaining  
Settlements in Ontario."

Average settlements in union contracts over the past few years in both Ontario and Canada have followed the relentless rise in the cost in living. Labour Canada reports a staggering 14.5% annual average of union settlements for the third quarter of this year. In Ontario the increases are just as dramatic.

The Ontario all industries average for all agreements with 200 or more employees increased from 9.9% to 13.8% from the first to the second quarter of this year and from 13.8% to 14.3% from the second to the third quarter of this year.

TABLE IV

1974	1st Quarter	2nd Quarter	3rd Quarter
Average - All Industries - All Agreements	9.9%	13.8%	14.3%
Average - All Industries - All Agreements with COLA Clause	N/A	8.0%	11.0%
Average - All Industries - All Agreements without COLA Clause	N/A	15.4%	16.9%

Source: Research Branch, Ontario Ministry of Labour

Table IV reveals the average settlement for contracts with COLA clauses contrasted with the average of those without such clauses. It is worth noting that the average annual increase negotiated for the 3rd quarter of 1974 (the most current data available) for contracts without a COLA clause, is 16.9%!

## PART 4

### OUTSIDE COMPARISONS

#### A. Universities

Considering the high number of MA's and PhD's teaching at Community Colleges and the heavier work load, the CSAO submits that the salaries paid CAAT Faculty should come within range of the starting salaries of University faculty. Table V indicates that when the 12.9% proposal is applied to the current salary of the Master level that in 14 out of the 19 Ontario Universities the University minimum for full professor exceeds the Community College maximum for Master.

TABLE V

#### CAAT CURRENT SALARIES

Sept. 1/72 - Aug. 31/73

Instructor	6,500 - 11,000
Affiliate	7,200 - 13,100
Assistant	8,800 - 13,900
Associate	9,200 - 15,800
Master	9,800 - 16,900

1973 - 1974 WITH  
12.9% ADDED

Instructor	7,339 - 12,419
Affiliate	8,128 - 14,790
Assistant	9,935 - 15,693
Associate	10,387 - 17,838
Master	11,064 - 19,080

SUMMARY DATA ON UNIVERSITY TEACHER SALARY SCALE  
MINIMUMS FOR FOUR ACADEMIC RANKS, BY PROVINCE  
BY INSTITUTION, 1973 - 1974

<u>Province and Institution</u>	<u>Full Professor</u>	<u>Associate Professor</u>	<u>Assistant Professor</u>	<u>Rank Below Assistant Professor</u>
<u>Ontario</u>				
Brock University	20,000	15,500	12,300	9,700
Carleton University	20,225	15,650	12,375	-
University of Guelph	20,100	15,800	12,350	10,200
Lakehead University	20,130	15,935	12,765	10,790
Laurentian University of Sudbury	21,000	16,275	12,810	10,595
McMaster University	19,750	15,500	12,000	9,500
Universite d'Ottawa	20,020	15,475	12,030	9,350
Queen's University, at Kingston	20,100	15,800	12,000	-
Royal Military Colleges	19,500	14,850	11,550	7,600
University of Toronto	19,000	14,300	11,500	9,500
University of St. Michaels	18,300	13,800	11,000	9,200
Trinity College	19,000	14,300	11,500	9,500
Victoria University (3)	18,300	13,800	11,100	9,200
Ontario Institute for Studies in Education (4)	16,600	14,400	12,200	9,500
Trent University	20,470	15,780	12,370	9,810
University of Waterloo	20,800	15,900	12,300	-
Wilfrid Laurier University	19,800	15,350	12,050	9,700
University of Western Ontario	19,650	14,850	12,300	9,725
University of Windsor	19,600	16,050	12,150	9,850
York University	(2)	(2)	(2)	(2)
<u>Manitoba</u>				
The University of Manitoba (5)	17,500	13,500	10,500	-
Brandon University	20,300	15,450	10,380	10,000
University of Winnipeg	18,500	14,500	11,300	-
<u>Saskatchewan</u>				
University of Saskatchewan	20,500	15,750	12,000	9,225
<u>Alberta</u>				
University of Alberta	21,827	16,427	12,500	9,645
University of Calgary	21,675	16,275	12,350	9,500
University of Calgary -Medical	25,287	18,987	14,408	11,083
University of Lethbridge	21,800	16,445	12,470	9,525

Source: Statistics Canada

TABLE VI

AVERAGE SALARY AND STAFF SIZE  
IN ONTARIO BOARDS OF EDUCATION  
1973-74

<u>Board of Education</u>	<u>Staff Size</u>	<u>Average Salary</u>
Atikokan	37	15,300
Borden CFB	44	14,922
Brant County	391	13,726
Bruce County	204	12,943
Carleton	738	12,628
Central Algoma	45	13,657
Chapleau	23	12,904
Cochrane-Iroquois Falls	102	13,239
Dryden	98	12,774
Dufferin County	113	13,428
Durham	977	13,804
East Parry Sound	72	12,507
Elgin County	260	13,480
Espanola	67	13,878
Essex County	508	12,290
Fort Frances-Rainy River	104	12,973
Frontenac County	486	12,580
Geraldton County	35	13,836
Grey County	320	14,134
Haldimand County	176	12,980
Haliburton County	38	12,235
Halton County	1053	13,716
Hamilton	1148	14,343
Hastings County	523	13,559
Hearst	24	12,906
Hornepayne	5	11,390
Huron County	267	13,094
Kapuskasing	99	13,608
Kenora	106	13,471
Kent County	486	13,416
Kirkland Lake	103	13,021
Lakehead	586	13,486
Lake Superior	66	13,718
Lambton County	526	13,345
Lanark County	200	13,064
Leeds and Grenville County	358	12,742
Lennox and Addington County	151	13,211
Lincoln County	769	14,101
London	1096	13,613
Manitoulin	60	12,635
Michipicoten	35	12,686
Middlesex County	242	13,673
Muskoka	164	13,249
Niagara South	857	14,150
Nipigon-Red Rock	33	13,459

TABLE VI (continued)

	<u>Staff Size</u>	<u>Average Salary</u>
Nipissing	338	14,472
Norfolk County	248	13,689
North Shore	99	14,244
Northumberland	335	12,919
Ottawa	1380	14,287
Oxford County	356	14,065
Peel County	1418	13,983
Perth County	292	13,063
Petawawa CFB	44	14,089
Peterborough County	447	13,173
Prescott and Russell County	150	11,812
Prince Edward County	83	12,775
Red Lake	31	11,470
Renfrew County	469	12,974
Sault Ste. Marie	412	13,833
Simcoe County	809	14,093
Stormont Dundas Glen County	474	13,551
Sudbury	718	13,850
Temiskaming	139	12,541
Timmins	155	13,905
Victoria County	160	13,592
Waterloo County	977	13,992
Wellington County	466	13,125
Wentworth County	426	13,828
West Parry Sound	83	14,343
Windsor	779	13,966
York County	877	13,791
<u>Metro Toronto</u>		
East York	271	14,545
Etobicoke	1281	15,282
North York	2324	15,000
Scarborough	1749	14,297
Toronto	2161	14,849
York	482	14,443
Total	34,228	
Ontario Average Salary		13,934
Metro Toronto Average Salary		14,808

---

Source: O.S.S.T.F.  
Ontario Secondary School Teachers' Federation

## B. High Schools

A survey of 1578 Ontario Community College members of CSAO revealed an average salary for the bargaining unit including allowances of \$13,571. Table VI shows an average salary of 78 school boards across Ontario of \$13,934. Many of these boards are either in negotiations now or have settled for next year (see newspaper clippings Appendix 1).

The Metro Toronto average salary of \$14,808 highlights an even greater disparity in favour of high school teachers.

The union salary position of 12.9% for the 73-74 year and 15% for 73-74 would place the Community College faculty marginally ahead of High School teachers. The CAAT faculty have indicated their willingness to accept the minimum salary position outlined above only on the expectation that a substantial improvement will soon take place in their extreme workloads.

## C. Community Colleges

### Alberta

In 1972-73 there were six colleges in Alberta. They were Grand Prairie, Grant Mae Evan, Lethbridge, Medicine Hat, Mount Royal, and Red Deer. The salary ranges based on degrees obtained and experience range as follows:

	<u>B.A.</u>	2 BA's or BA + 1 Year <u>Toward M.A.</u>	<u>M.A.</u>	<u>PH.D.</u>
<u>Min.</u>	9,401.00	10,550	10,650	12,005
<u>Max.</u>	15,486.00	17,629	18,458	20,941

The number of years to achieve the maximum salary ranged from seven years to eleven years. It should be noted that at Lethbridge College starting pay for four years training was \$8,964 and top pay for a person starting with six years training after 14 years was \$17,583. Approximately the same as now available to a holder of a master's degree in Ontario.

### British Columbia

#### Vancouver City College

Effective April 1, 1973 there was one salary schedule here, ranging from \$10,894 to \$17,794 after 10 years. Related to this was a per diem rate for temporary and auxiliary full-time personnel, ranging from \$52.38 to \$85.55 daily. If these part-time people are not employed for the full day they receive 1/4 of the per diem rate if instructing for each hour and 1/6 of the per diem rate per hour if not instructing.

The allowance for the department chairman is \$654 over schedule and assistant department chairmen receive \$436 over schedule. Co-ordinator receive \$100 annually over schedule. The head

librarian and chairman of counselling are regarded as department chairmen. It should also be noted that increments are fixed and not based on merit.

#### Douglas College

This contract contains a salary schedule with a starting salary for 1972-1973 of \$9,850 to \$18,200 at the 12th step. To start on the salary schedule one needs a professional or honours degree plus two years of relevant experience or professional accreditation (P. Eng.) plus five years experience or senior matriculation plus eight years experience. A master's degree gets one step on the salary schedule and the doctorate three years. It appears however, that this school started with this schedule.

Allowances: Chairman and Directors, \$2,400 above schedule for an 11-month year. Co-ordinators, \$1200 above schedule for an 11-month year. Six hundred dollars for certain faculty members who work the 11th month. Increments are regular and at a set amount. Part-time instructors are paid \$10 per hour for non-credit courses, except for \$7 hourly to the instructional assistant. For a credit course the payment ranges from \$270 to \$310 per semester hour. For a substitute instructor teaching at least 12 semester hours the rate is \$50 per day.

#### Ontario

##### Ryerson

The salary range is from \$9,278.28 for a three-year degree with no experience to \$19,272.24 for a master's degree after 14 years and a doctorate after 11 years. These are 1973-1974 rates. The increments are reasonably automatic and basically fixed amounts. A senior lecturer may be paid up to \$2,000 over the scheduled level. Allowances: Not specified beyond the fact that there will be additional pay and/or reduced teaching duties for supervisory, co-ordinating or administrative duties.

## Increments

### A. Automatic vs. Merit.

The present system of providing movement up the salary range from initial salary upon hiring to the maximum salary plus extra allowances is by merit increments. We contend that this is both a gross misuse (and an injustice) of the concept of merit for the following reasons:

1. Merit should be a reward for service that is above and beyond what is normal to expect from an employee.

2. If merit is awarded to the great majority of employees, it becomes not merit but an annual fixed increment and, therefore, those who do not receive the merit increment and who may well be performing at an acceptable level are denied the salary increase. Merit then becomes demerit or discipline when 250 employees receive the increment and 1 or 2 do not.

Considering the above, it then becomes impossible to claim that the present policy of increasing the salary of all but those who have reached the maximum in their range and a few who, in the eyes of a doubtfully qualified Management, are not performing at a level equal to that of the greater majority is, in fact, not merit as Management claims but a fixed annual increment. Thus, merit does not exist in the CAAT system.

However, the Colleges now claim, and the PSGB has upheld their claim, that denial of merit is not discipline. We agree that the employer should be free to give meritorious bonuses for as long as he wishes and to those he feels deserving. However, we insist that denial of an annual salary increment is grievable. Under Section 17.2 of the CECBA, evaluation, contrary to the governing principles and standards, is grievable. But, many Colleges do not have governing principles and standards. Thus, this grievance right becomes meaningless. Further, we can not agree that the employer can, at his whim, determine the employee's salary progression. Therefore, it is our contention that the employee is entitled to a fixed annual salary increase of \$500 for each year of service until he reaches his maximum salary. Denial of such fixed annual increases would then be the basis for a disciplinary grievance.

This would guarantee that, as the employee gains experience and his value to the College increases, he will be moving towards the maximum of his salary scale and he can then predict with accuracy the length of time he will require to reach his maximum salary. He will not be at the mercy of departmental budget cuts, merit slicing, or the luck of the draw in his salary movement and expectation.

We demand then that each and every employee will have his salary increased by a fixed amount each year of service until he reaches his maximum.

We contend that this will free "merit" increments from the position of being a disciplinary tool.

#### Instructor Category

The present classification structure is based on the Council of Regents Guidelines for Faculty Salary Schedule and Terms of Employment as revised in June 1969. The individual colleges have differed in their application of these guidelines. Some have adhered closely to them, others have deviated considerably from them.

These guidelines provide for classification based on a combination of academic qualifications and experience. In the arbitration award leading to the present contract it was suggested the parties set up a Classification Committee to arrive at a new classification system. It was also stated on page 14 that, "this Guideline should be used until an agreement regarding classifications has been reached."

When the Classification Committee met the Union requested that the terms of reference be defined. The Council of Regents' representatives stated that the Union was participating in an advisory way only, that their input would be considered, but that the final decisions with respect to classifications would be made by the Council of Regents. Naturally, this inhibited any free discussion since the Union believed that if it participated in discussing a system which had been unilaterally presented by Management, then Management could make some insignificant changes in the proposal and thereby claim that the Union had agreed to a classification system which was unsatisfactory to it.

Indeed, during the present negotiations a new classification system was presented to the Union by Management and the Union was asked to accept or reject it. For an extended period of time the Union refused to accept or reject the proposal. There were some good features which were acceptable, but since the system had to be accepted in total the Union was finally forced to reject it. Some slight modifications were made in response to suggestions from the Union but the main objections were not incorporated.

The Instructor category was put forward in Management's arbitration brief for the present contract (page 11) as a "modest modification of the original concept set out in the Council of Regents Guidelines for Faculty Salary Schedule and Terms of Employment as revised in June 1969." The arbitration award accepted the category by specifying a salary range for the Instructor category in the appendix to the award.

A job description was circulated in which it was stated, "The position of instructor replaces the present categories of teaching assistants and teaching technicians." The Union recognized the need for a new classification since there were technicians who were doing some teaching and this would place them properly in the academic unit. At the same time, the duties of an instructor were so broad and all-encompassing that the Union objected to that class definition.

There were relatively few instructors appointed until the schools of nursing were transferred into the Colleges on September 1, 1973, and prior to this time the category seems not to have been abused from the Union's point of view. However, when the nurse teachers and other new faculty joined the Colleges in 1973-1974 the instructor category was used in a completely new way. It was used as a ploy to avoid paying proper and just salaries to employees whose qualifications and experience would entitle them to be classified as Teaching Masters.

The pretext under which this was done in some of the Colleges was that instructors do a job that is "substantially different" from that done by Teaching Masters. The difference, as stated, was that Teaching Masters "designed" curriculum while instructors did not. (The category was not even used in some of the Colleges.)

It is the position of the Union that the main responsibilities of Masters and instructors do not differ significantly, but only in the ancillary and peripheral aspects. The primary responsibility of any teacher is that of assisting and evaluating student learning. As long as instructors are given direct responsibility for the teaching and evaluation of a specific group of students, then their role differs only superficially from that of Master.

A comparison with Ontario Secondary School teachers shows that instructors have responsibilities, qualifications, and experience equal to or exceeding those of the high school teachers.

The salary ranges for both Teaching Masters and high school teachers are much higher than for instructors; the maximum is \$6000 to \$8000 higher.

The Union submits that there are two solutions to this inequitable and unjust situation. The responsibilities, qualifications, and experience of faculty presently classified as instructors could be recognized by making the salary range for instructors comparable to Ontario Secondary School teachers and Teaching Masters in the Colleges, or alternatively a para-professional classification of Teaching Assistant could be introduced. The Union advanced the latter position during negotiations and proposed the following description.

#### Teaching Assistant

Our scale is based upon a classification called Teaching Assistant with the following description:

- a) will assist one or more Masters in their teaching duties;
- b) will not be directly responsible for students in that no students will be assigned to Teaching Assistants; but that students will be assigned to Teaching Masters who will use the services of Teaching Assistants in carrying out their duties.

Typical duties of Teaching Assistants will consist of the following:

- a) supervising tests;
- b) marking tests and assignments from a marking scheme prepared by a Master;

- c) laboratory demonstrations;
- d) tutoring of students as assigned by a Teaching Master;
- e) working with students in self-paced instruction programs which have been designed and are supervised by a Teaching Master; *Noted!*
- f) controlling supplies and equipment;
- g) monitoring activities of students engaged in work experience and field trips;
- h) teaching lessons to students who have been assigned to a Master from a lesson plan or set of instructions prepared by a Master.

The distinction between Master and instructor made by the Colleges is not a valid one. Since they both have direct responsibility for the learning and evaluation of students, they fill essentially the same professional role. The distinction made by the Union between Teaching Assistants and Teaching Masters is a valid distinction between a para-professional and a professional.

The PSGB in its ruling on grievance 816/74 has indicated the appropriateness of resolving any disagreement between the parties regarding job content.

Revised Articles 5 and 6 (mostly changes of necessity)

Article 5: Each faculty member who has completed one full academic year's service with the College shall be granted a vacation period of two months. In the case of a faculty member with less accumulated service, the vacation entitlement shall be pro-rated on the basis of actual work days of service relative to 200.

The above provision is not intended to prohibit Colleges from scheduling non-teaching periods at Christmas, New Years and other breaks.

Article 6: 6.01 as in the present agreement. The present 6.02 is deleted. The new 6.02 would be 6.03 renumbered as 6.02.

### Advanced Degrees

Allowances of \$800 for a Masters degree and of \$1200 for a PhD were provided in the Council of Regents Guidelines for Faculty Salary Schedule and Terms of Employment. These allowances have been paid since the Colleges were established in 1967. They have been paid as part of the starting salary and also beyond the maximum of the salary scale. In the arbitration award for the present contract it was stated that this practice should continue.

The Union submits that these allowances should continue for the following reasons:

1. The practice is common in other community colleges in North America. Secondary school teachers in Ontario receive such allowances and nurses in Ontario receive them. They were paid in predecessor institutions--Ontario Vocational Centres and Institutes of Technology. Changing the practice now is untimely for the reason stated in the last arbitration award. On page 2 of the supplementary award it was stated, "...the question of degree allowances is an important aspect of the classification discussions which are proceeding between the parties." Since there is no new classification system yet, the allowances should continue at least until the whole question is settled.
2. There are faculty members who have started programs to obtain advanced degrees in the expectation of receiving these allowances. It would be unfair to withdraw them after the faculty member has invested time and money in trying to improve himself in this way.
3. Advanced degrees make the teacher more valuable to the College since they increase his flexibility and versatility in his professional role.
4. The removal of these allowances is a ploy to effectively reduce the salary or salary expectations of a substantial segment of faculty.

# Windsor seeks to close high schools

By N. JOHN ADAMS  
Globe and Mail Reporter

WINDSOR — The Windsor Board of Education will ask Ontario Education Minister Thomas Wells for permission to close its 12 secondary schools until picket lines are removed or a contract between the board and striking teachers is reached.

This will be the first time a board of education has sought to close the schools officially as the result of a teachers' strike.

Director of Education Robert Field said after a special meeting of trustees yesterday, he hoped to arrange a meeting with Mr. Wells today.

A total of 661 full-time and

part-time high school teachers struck the Windsor board and, for the first time in Ontario, set up picket lines around high schools and the board of education's central office.

Mr. Field said 103 part-time and full-time board employees who are members of the Ontario Secondary School Teachers Federation reported for work, crossing OSSTF picket lines. He said the 103 included all 12 principals, 10 of the 12 vice-principals and eight consultants.

Mr. Field described the situation yesterday as "very peaceful, gentlemanly." Both he and Ralph Connor, chief provincial negotiator for the Windsor teachers and OSSTF

treasurer, confirmed there were no incidents on the picket lines.

The schools were virtually deserted all day. The board had urged parents to exercise their legal rights to keep their children away from school temporarily while the schools had a chance to decide what could be done.

Vincent Massey Secondary School with an enrolment of 1,445 students, had only its principal and vice-principal on duty, Mr. Field said, out of a total staff of 81 full-time teachers and two part-time teachers.

At the same time, Hands Secondary School, had 22 teachers on duty out of a total staff of 47.

The trustees, who face civic elections on Dec. 2, voted to approach Mr. Wells about

Rationale for more pay  
Page 10  
Teachers can bargain  
Page 49

closing the high schools "until picketing ends."

The trustees also instructed their staff and lawyer Charles Clark "to investigate what courses of legal action are available."

School board chairman Kenneth Fathers said after the

meeting the school board will consider going to court to seek an injunction ordering the teachers back to work or to limit or remove their picket lines.

Want 17.7%

Lakehead  
teachers  
to strike

By N. JOHN ADAMS

Representatives of Thunder Bay's high school teachers and principals say 560 of their number will strike today and picket outside the city's 10 secondary schools. Students have been told not to expect any classes.

James Forster, president of the Ontario Secondary School Teachers Federation, said in a letter to the Lakehead Board of Education yesterday his members plan to follow up the one-day walkout with rotating strikes.

The teachers want an average of 17.7 per cent more in every position on the salary scale, plus a cost-of-living feature higher than has been offered.

The board's last offer was a 12.7 per cent increase in the grid—the scale of salary in relation to qualifications and years of service—plus a restrictive cost-of-living allowance with a \$300 a teacher maximum. It would be payable if the Thunder Bay cost of living rose at least 12.8 per cent and fully payable if it rose 16.5 per cent.

Hugh Cook, chairman of the board, said students are being advised to stay at home until the situation is settled. He said the 9,500 students may go to school but there will be no classes.

In a publicity release, Mr. Foster said: "At the same time, a Ministry of Education review of board spending ordered by Education Minister Thomas Wells revealed that the request made by teachers is well within the board's ability to pay and would not exceed spending guidelines imposed by the province."

Mr. Forster said the issues in dispute are salaries, cost-of-living allowance, tenure, writing pupil-teacher ratio into the collective agreement, a grievance procedure, fringe benefits and sabbatical and sick leave provisions.

The teachers have been working without a collective agreement since Sept. 1. They have also been working to rule on what they call a withdrawal of voluntary services since the start of school.

## 700 teachers threaten to quit in wage dispute

OTTAWA (CP) — About 700 teachers employed by the Ottawa Separate School Board have voted to resign if the board refuses to meet their wage demands.

The teachers are asking for a 31 per cent salary increase in a one-year contract, including a cost-of-living formula. The board has offered 10 per cent raise plus increases to meet rising living costs.

The board's 1,200 teachers now make between \$6,150 and \$18,250.

At a closed meeting Monday night, the teachers voted to let the Ontario English Catholic Teachers Association represent them at contract talks.

Chief negotiator Doug Knott said a meeting scheduled for today would give the Ottawa board one last chance to break the impasse.

Six hundred Carleton County separate school teachers voted last Tuesday to submit their resignations to the OECTA. Carleton teachers now receive salaries ranging from \$4,990 to \$18,500.

Resignations must be filed by Friday. Provincial law allows teachers to resign on only two occasions during the year — on May 31 or Nov. 30.

**\$6,300 minimum**

## 17.4% boost ratified by special teachers

Special education teachers at 16 provincial schools for the blind, deaf, retarded and emotionally disturbed have unanimously ratified their first negotiated collective agreement, providing pay raises averaging 17.4 per cent.

The one-year agreement in-

cludes a minimum salary of \$6,500 and a maximum of \$19,000 after 15 years' teaching experience, plus a \$900 special education allowance.

The allowance was increased by half from \$600. On top of that is a one-time, lump sum payment of \$50 to be included in the teachers' next pay cheque, according to spokesmen John Wessinger and Mark Buligan of the Ontario Hospital School Teachers Association and the Special Education Contract Teachers Association.

The agreement covers 510

special education teachers in the provincial schools.

Mr. Wessinger said his association calculates the total cost of the settlement at 21 per cent plus improved fringe benefits.

The two groups and the Government are to sit down again next month to begin working out bargaining procedures and rights for the future.

Mr. Wessinger said his group seeks a grievance procedure, compulsory dues checkoff and affiliation with the Ontario Teachers Federation.

## Arbitrator gives teachers 15%, saying they were subsidizing public

By N. JOHN ADAMS

An arbitrator has awarded 232 Wellington County separate school teachers salary increases of 15 per cent on base rates over 16 months, implying in his report that in the past they had been underpaid.

Owen Shime, whose binding decision was announced yesterday, justified his large award by saying that "employees in the public service should not be required to subsidize the balance of the community by accepting substandard wages and working conditions."

The award is higher than those in two recent arbitration decisions affecting groups of teachers. Senator Carl Goldenberg, who is to arbitrate issues that led to Metro's recent transit strike, granted Windsor separate school teachers average pay raises of 6.3 per cent this school year. Mr. Justice Lloyd Houlden handed down average increases of about 8 per cent to York Region high school teachers for this school year. The Wellington decision means 12.5 per cent on average this school year.

Citing what he called "unprecedented inflation in the economy," Mr. Shime concluded that the cost of living should be a significant factor in determining wages.

"An award based on cost of living ensures that a teacher's relative economic position in the community is maintained ..."

Bargaining between the Wellington County Separate School Board and the local district of the Ontario English Catholic Teachers Association broke down last January. Both sides agreed to submit unresolved issues of salaries, fringe benefits and principals' allowances to voluntary arbitration by a three-man panel.

Neither the board nor the teacher representative endorsed Mr. Shime's salary award, but in arbitration the decision of the chairman becomes the decision of the board. Mr. Shime's report also turned the issue of principals' allowances back to the two parties for further negotiations.

The arbitration chairman called for a provincial scale of minimum salaries for all

Ontario teachers to be determined by "due consultation" between the provincial Government, local school boards and teacher representatives.

Mr. Shime did not include annual salary increments for up to 14 years' teaching experience in determining his award. He wrote that "the increment system should in the main be unrelated to a cost of living increase."

He said increments represented "an internal system intended both to reward teachers for their knowledge and experience and also to maintain their relative position in the economy ..."

The award is retroactive to September, 1973, and covers the period to Dec. 31.

Teachers also obtain a new dental insurance plan under which the school board will pay half the cost of premiums. The school board's share of other fringe benefits is increased from 50 to 75 per cent.

The new agreement means a salary of \$6,000 for a Wellington separate school teacher who has graduated from high school and completed one year at teacher's college but is without teaching experience. A teacher with maximum qualifications of 14 years' experience and more than one postgraduate degree will earn \$17,600 this school year.

Under the previous agreement the salary range was \$5,400 to \$15,475.

## Group formed to promote end of smoking

OTTAWA (CP) — An organization to promote elimination of the "hazards of cigaret smoking" yesterday announced its formation as the Canadian Council on Smoking and Health.

The council said the hazards of cigaret smoking are well documented.

The organization would promote communication among groups or persons concerned with eliminating the hazard.

## (C O P Y - R E L E V A N T I N F O R M A T I O N)

Canadore College  
Applied Arts and  
Technology

P. O. Box 5001  
North Bay, Ontario  
P1B 8K9

Telephone  
1-705-474-7600

August , 1974

Dear M

This is to acknowledge receipt of your letter of July 17, 1974 concerning your acceptance of a position as Instructor in the Continuing Education Division of Canadore College.

As I indicated in my letter to you of 1974, your salary for this one-year appointment is plus \$600 Northern Allowance. Your salary for this appointment will not be subject to revision as a result of current union-management negotiations.

In the event, however, that you are re-appointed for another one-year appointment for the college year 1975-76, your salary would be subject to revision under the then current Memorandum of Understanding.

I trust that this is consistent with your understanding of the appointment.

Sincerely,

(Signed: M. Hewgill)

Murray A. Hewgill  
President

MAH/ldd

c.c.	Mr.	Dean
	Mr.	Chairman
	Mr.	Director of Administration

# Sheridan Sun

Vol. 5 No. 13

Sheridan College—Oakville, Brampton, Mississauga Campuses

Dec. 5, 1974

## Shields claims subsidies short of Sheridan's needs

by Ted Shaw

The vice-president of Sheridan College, Donald Shields, feels the proposed 15.4 per cent increase in provincial support for colleges is not adequate.

"This college will not be able to operate with full efficiency if the increase is not greater than 15 per cent. Already this is a pretty lean organization," he says.

The cost per student expenditure, which is calculated by dividing the yearly budget by the number of students, is lower at

Sheridan than at the majority of institutions in Ontario. In addition, Shields claims present subsidies restrict the college to a limited administration staff.

He adds: "Most of our funds are being channelled directly into improvement of the educational facilities here."

Shields takes issue with James Auld, minister of colleges and universities, who last week stated that institutions generally overestimate their projected deficits in an attempt to gain more government support.

"Our figures have been fairly accurate," says Shields. "In our multi-year planning, we treat deficit estimates very seriously. In fact, we have slightly understated our deficits in the past few years."

He says several factors must be considered in pre-assessing the total expenditures of a coming year. Among these factors, growth and inflation are most important.

"Student registration was up 9 per cent this year and it should be much the same next year. Inflation is currently at an 11 per cent level, and it could go up even more."

Another factor that will have a

more immediate effect upon Sheridan is current salary contracts — due for renegotiation next year.

Shields comments apprehensively: "Taking all these factors into account — salaries, inflation, and growth — I can't see how Sheridan can make it with just a 15 per cent increase."

Provincial Treasurer John White suggested last Thursday that colleges should institute fund-raising programs to enhance their financial status. Both Humber College and York University have recently announced plans to appeal to the private sector for money. But Shields remarks that Sheridan has not contemplated such a project since, in his opinion, there is not a sufficient industrial base in this region to make it feasible.

"Humber College, for instance, has a much firmer base on which to work. It can tap into more industry in the west Toronto location," claims Shields.

White also indicated that staff-student ratios should be increased. He cited the examples of Mexico and France, which have ratios of 1:20 and 1:100 respectively. Shields believes the present ratio (about 1:13) is practicable and that any increase would seriously jeopardize the efficiency of the college.

In response to the suggestion that enrolments could be decreased, Shields says: "We are supposed to provide educational opportunities to all qualified students in the area. This is our mandate and we would hesitate to change that policy."

Furthermore, he concludes that limiting enrolment does not help much. One possibility to alleviate financial stress, he says, is to reduce the number of instruction hours from 25 to 23.

"In this way, the budget would include more students by offering them more classroom space. But it would also cut the amount of class time available to programs, which would be less beneficial in the long run."

Reducing contact hours would be a last resort, says Shields, but it is certainly not inconceivable, considering the lack of funds. He expresses fears that many of the college's positive features, such as intensive instruction and high-grade facilities, will suffer if the government implements its plans.

"I realize that government is feeling the pinch, but education is such a great community investment that it would be wrong to limit its growth."



Dianne Baldwin may leave Sheridan's Music Theatre course because of student loan problems.

## Students cannot cope with inadequate grants

by Esther Frankfurt and Ron La Rose

Dianne Baldwin, a first year Music Theatre student, was granted a student loan by the Nova Scotia government after a nine week wait and she has just been informed that her loan has been revoked.

Now Dianne must appeal her loan and remain penniless while an Appeals Committee decides whether or not she really needs the money.

Many students on government loans are able to work part time, but very often the work load in many Sheridan courses is so heavy that it becomes impossible for a student to hold a part time job. "There is a lot of pressure in the Music Theatre program. At times I have to rehearse six hours a day," explained Dianne. "If I had a part time job it would be impossible for me to keep up with my course."

Dianne had a summer job in a hotel in Digby, Nova Scotia. The job paid 90 cents an hour and she managed to save \$400. Transportation from Nova Scotia to Oakville cost her about half of her hard-earned savings.

When Dianne arrived here in early September she applied for a student loan that took nine weeks to process. "It was very upsetting waiting nine weeks worrying whether my loan would come through or not," she said.

Dianne has just received another note from the Nova Scotia government telling her that the loan cannot be processed until she can prove to the Appeals Committee that she needs financial assistance. And Dianne has no parents she can write to for the money she desperately needs. "I have to pay for my own transportation, I have to pay for so much and I don't have the money," she said. "Even the loan was not enough to cover my

expenses. If I don't get the loan, I'll never be able to stay in school."

How many other students are in this category? Many students have declared that one can enter Fort Knox with greater facility than receive aid from Ontario's Student Awards Program.

"Many applications were held up this year," said Student Awards Officer Kay Newton. "There were problems because inexperienced keypunch operators made errors when the applications were processed."

"About 1,170 students at Sheridan receive assistance from O.S.A.P. and about one third of them have appealed for different reasons."

The government has allocated students \$32 a week for living expenses, while statisticians within the government itself have declared this sum to be inadequate to keep up with today's inflationary trends. Anybody buying Christmas presents this year?

## Musical exercise Radio Sheridan

by Greg McMillan

Radio Sheridan will be experimenting with an innovative new exercise in campus radio. Joe Owens (Island Records) and Gary Slight (WEA) will be coming to Sheridan next Thursday or Friday to try their hands at disc jockeying.

They will come in with an armload of record products and together will go over the airwaves — each attempting to outdo the other's musical selections. Then, they will take calls from listeners who think they know something that is better than what they are playing.

So call Radio Sheridan at 843-9833 or Ext. 170 or come up to C201 and offer your own suggestions to Joe and Gary.

## Two pubs remain before Christmas

by Jan Mars

Sheridan will have two more Pub Nights before Christmas.

This Thursday, Dec. 5, the band Brutus and Devotion is featured. On Thursday, Dec. 19 (our Christmas Pub) we will have the Grease Ball Boogie Band.

Admission is \$1.50 for students with I.D. cards and \$2.50 for guests.

(For problems regarding future pub nights, see page 2).

## Porter announces plans for Brampton complex

by Ted Shaw

Sheridan College has announced plans for a new campus complex in Brampton. The announcement was made at the present Brampton campus, 98 Church St. E., by President John M. Porter and Chairman of the Board of Governors John C. I. a.

Construction is slated to start in the spring of 1975 on the first phase of the complex, at a site located at the corner of Steeles Ave. W. and First Ave. W. The property, which was purchased in 1972, is seven miles north of Mississauga City Centre along Highway 10.

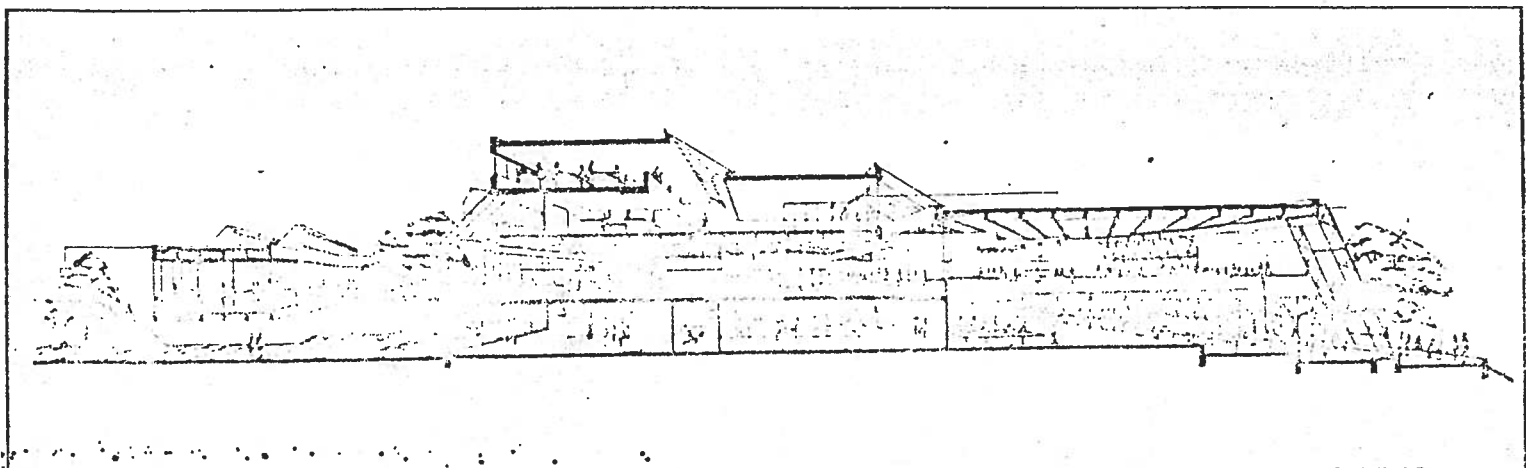
The basic concept, which has not yet been finalized, is to provide a high level of student involvement and, at the same time, to conserve the natural features of the surroundings. To this end, architects Brook Carruthers Shaw of Toronto have designed a complex with much the same flavor of the Oakville campus. Spacious interiors,

courts, profuse fenestration, and open teaching areas are keys to the design. The multi-level structure will conform with the contours of the terrain.

Porter was enthusiastic about the plans. He expressed hopes that the new campus will be able to accommodate all full-time programs in Brampton by 1976. An enrolment of more than 1,000 day students is expected by that time. The architects have been working on a design that will eventually provide for 6,000 students.

The Ministry of Colleges and Universities has allotted \$7.5 million to Sheridan for the purposes of designing and building the first phase of the structure. These funds will be used during the next three fiscal years.

The accompanying illustration is an artist's conception of a typical section of Phase I of the plans. The overall scheme includes four separate centres of activity linked by a concourse which would serve as the focal point of the campus.



RESPONSE TO COMMENTS ON ADMINISTRATIVE SALARY POLICY  
BY THE  
ADMINISTRATIVE STAFF ASSOCIATION OF FANSHAW COLLEGE

Objectives

The objectives of the colleges' administrative salary program are:

- To achieve as high a degree of internal equity as possible.
- To establish and maintain a salary structure that is appropriately competitive with Canadian industry in general and with other educational institutions.
- To provide for ease of ongoing administration of the program, such as the maximum delegation of salary action authority within the colleges and the active involvement of individual colleges in the evaluation of the positions.

The objective of internal equity includes a salary program for administrative personnel that is equitable for these positions in relation to their content; equitable in relation to other college personnel, such as faculty and support staff; and equitable in relation to similar positions in other colleges in Ontario.

The employee benefits programs are distinctly separate, but the above objectives of internal equity and external competitiveness also apply.

The general question of implementation in the various colleges is a matter for each Board and each President to determine for their own college. The overall policies and guidelines are developed by the Council of Regents and approved by the Minister of Colleges and Universities. In actual fact, the spread in salary practice between colleges has steadily narrowed in the last four years and now range within 5% of the 22 college average.

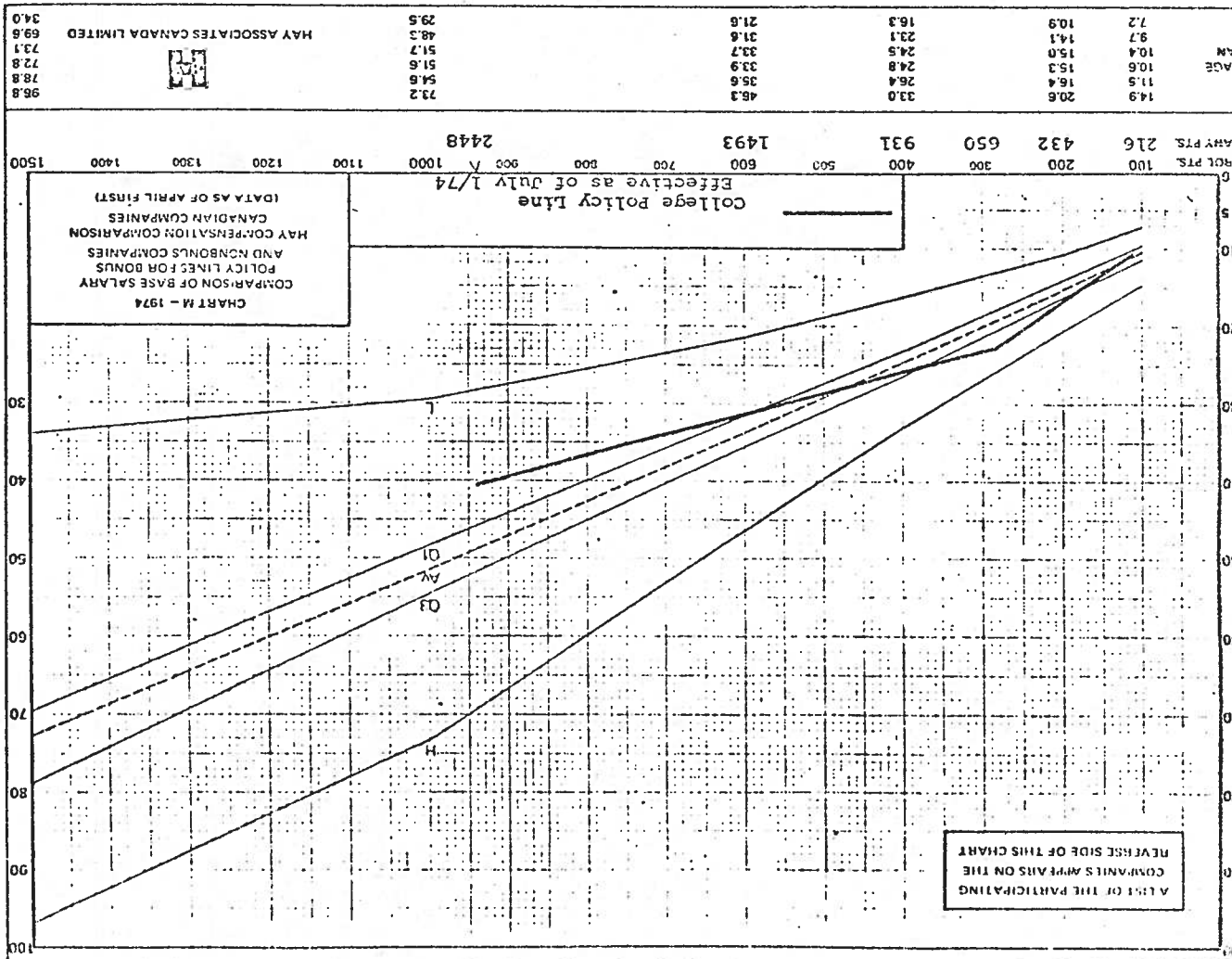
The other questions raised by the Association fall into these areas:

1. External competitiveness with practice in Canadian industry.
2. Equity of position evaluation between the colleges, and within each college.
3. Salary administration guidelines, general increases and merit pay.

1. A. EXTERNAL COMPARISONS -- INDUSTRIAL

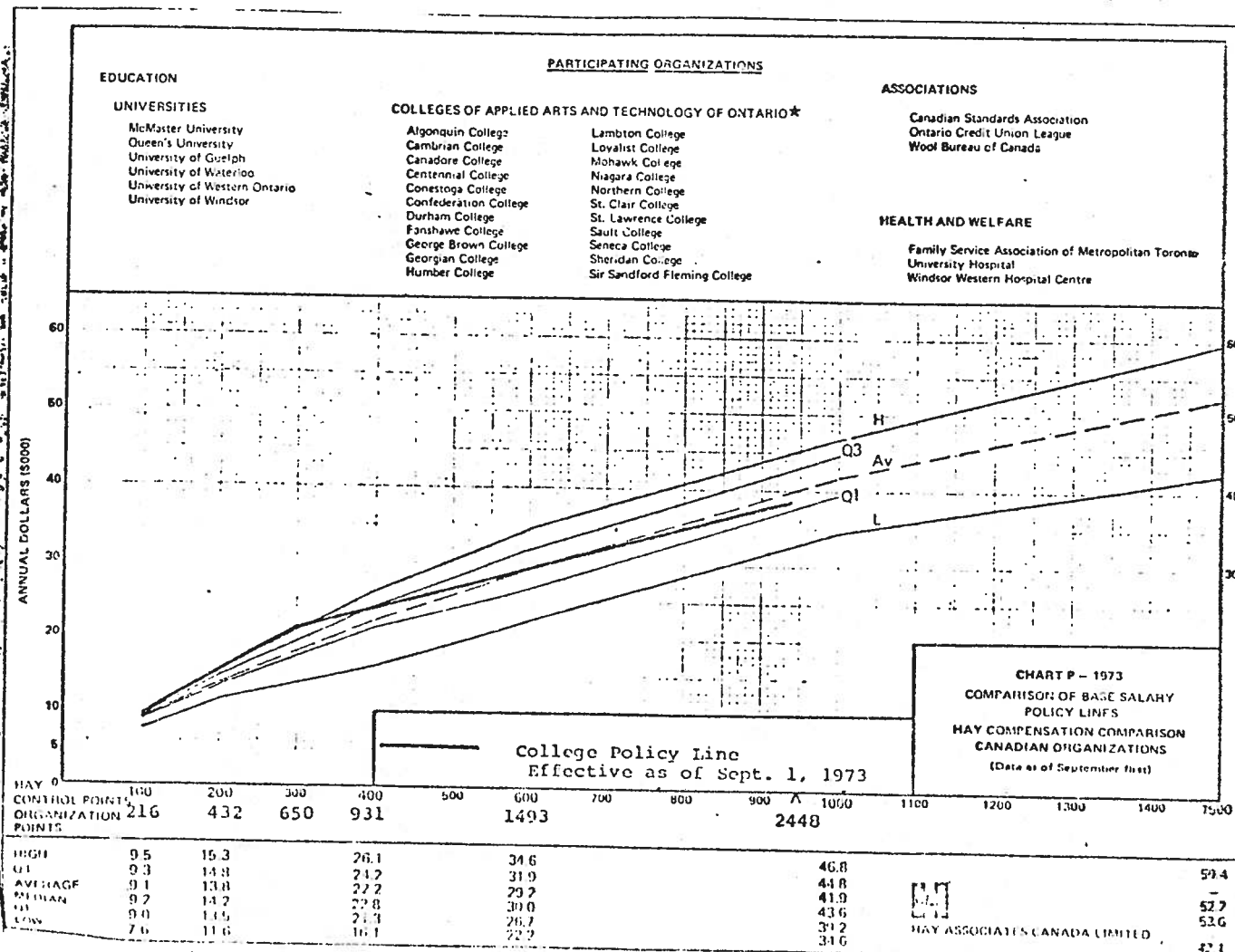
The facing chart illustrates the comparison of the college policy line with the cross-section of Canadian industry who are Hay clients participating in their annual compensation comparison for management and professional positions. The chart contains the results of their 1974 comparison (with data effective as of April 1), and the dotted line is the college policy line effective July 1, 1974.

This compensation survey is based upon evaluated job content, rather than a comparison of jobs where the title is the principal criterion used. The college line begins at 240 college points where it is just below average. It raises steadily above average and then above Q3. At the bend in the line, 615 points, the college policy is at \$23,000 about 10% above the Q3 position of \$21,000 and some 17% above the average of \$19,600. Contrary to the steepness of the line below the bend, the college policy line slopes much less than average to where its competitive position falls from the top quartile to within the bottom quartile of industrial practice. Overall, the college line between 280 and 1000 college points is above the business average, and this range of job content includes over 90% of all positions covered by the salary program.



PARTICIPATING COMPANIES

Albitri Paper Company	Duplate	Northwood Pulp
Algoma Steel	DuPont	Norton Company
Aluminum Company of Canada	Economical Mutual	Norwich Union Life
Anaconda American Brass	Electrohome	Nu-West Development
Anaconda General Mining	ERCO Industries	Ontario Hydro
Andres Wines	ESB Canada	Oshawa Group
Armstrong Cork	ESCO	Otis Elevator
Atlas Asbestos	Excelsior Life	Phillips Cables
Atlas Copco	Falconbridge Nickel Mines	Polysar
Bank of Canada	Fiberglas	Procor
Bank of Montreal	General Foods	Prudential Assurance
Bell Canada	General Mills	Quaker Oats
Brewers' Warehousing	Glidden Durkee	Quebec Iron & Titanium
CAE Industries	Goodyear Tire & Rubber	Reed, Shaw, Stenhouse
Canada Life Assurance	Green Giant	RJR Foods
Canada Packers	Greening Donald	Rio Algom
Canada Permanent	Halifax Insurance	Robertson Building Systems
Canada Steamship Lines	The Hamilton Group	P.L. Robertson Manufacturing
Canada Trust	H.J. Heinz	Robin Hood Multifoods
Canada Wire & Cable	Industrial Development Bank	Royal Bank
Canadian General Electric	Inmont	Scott Paper
Canadian Gypsum	INCO	Shell Canada
Canadian Imperial Bank of Commerce	I-T-E Circuit Breaker	Silverwood Industries
Canadian Industries Limited	Jeffrey Manufacturing	Somerville Industries
Canadian Ingersoll-Rand	Joy Manufacturing	Spruce Falls Power & Paper
Canadian International Paper	Kimberly-Clark	Standard Chemical
Canadian National Railways	John Labatt	State Farm Insurance
Canadian Pittsburgh Industries	Labrador Liner Board	Steel Company of Canada
Canadian Trailmobile	Leeds & Northrup	Stenberg's
Canron	Lever Detergents	Stephens Adamson
Carma Developers	Thomas J. Lipton	Sun Life Assurance
Ciba-Geigy	Long Manufacturing	Tele-Direct
J. & P. Coats	Manulife	Telesat
Cominco	Maritime Co-operative Services	Texasgulf
Confederation Life	Maritime Telegraph & Telephone	Toixide of Canada
Richard Costain	Maytag	Tonka
R.L. Crain	Merck Frost Laboratories	Toronto-Dominion Bank
Crouse-Hinds	Molson Companies	Traders Group
Crown Life	Mutual Life	Union Carbide
Cutler-Hammer	Nashua	Unroyal
A.B. Dick	National Grain	United Provinces Insurance
Dominion Bridge	National Life	Westinghouse Air Brake
Dominion Life	National Trust	Westinghouse Canada
Dominion Textile	NCR Canada	Westroc Industries
Domtar	New Brunswick Telephone	Whitman-Golden
Dow Chemical	Noranda Metal Industries	Wire Rope Industries
Dow Corning Silicones	Noranda Mines	MLW-Worthington
Drummond, McCall	North American Life	Wm. Wrigley



1. 8. EXTERNAL COMPARISONS -- INSTITUTIONAL

The chart facing contains the policy lines of the Hay Compensation comparison, similar to the above for industry, but for education, health, welfare and organizations. This comparison is effective as of September 1, 1973, and the college policy line illustrated is effective as of September 1 as well. Hay Associates estimates that the new college policy line is above the average of 174 - 175 policy lines for the 6 Ontario universities between 320 and 530 college points, while above and below this range of points, the college policy will be equal to or below this university average.

2. EQUITY OF POSITIONS -- EVALUATIONS BETWEEN THE COLLEGES AND WITHIN EACH COLLEGE

The process to attempt to achieve equity is in two steps. The first is that each college has its own evaluation committee, usually consisting of 4 to 7 members from a variety of college positions, and are guided by some 100 college positions established as province-wide bench marks. Secondly, for purposes of ensuring consistency of evaluations across the province, there is a provincial evaluation committee, made up of college personnel, whose function is to review and authorize the various college committee's submissions. The judgements of the evaluation committee members are guided by the Hay Guide Chart Profile method of position evaluation. It is understood to be the most widely used evaluation plan in the world for management and professional positions, and is used by many prominent Canadian employers. It examines the three basic components of any job:

Know How:

The specialized, managerial, and human relations knowledge and skill required for satisfactory performance of the job.

Problem-Solving: The independence and complexity of the thinking to be done in the job.

Accountability: The freedom and directness with which the job achieves the end results expected of it and the magnitude of such results.

The concern is expressed that the evaluation of the presidents' positions is effectively the same for all colleges and that this penalizes those positions in larger colleges where the organizational structure may be more complex. The original benchmark positions were evaluated by the first college committee in August and September 1970, without any knowledge of, or concern for, the evaluation of the presidents' positions, so no such restrictions could have existed then. Secondly, the evaluation of the presidents' positions does in fact vary from the smallest to the largest by some 40% in total points. Accordingly, the size and complexity inherent in one job, relative to another, is a proper consideration in evaluating the know how, problem-solving, and accountability required by a job. The evaluation of a job must go beyond the activities associated with it and consider, as committees do, the environment in which important and similar goals may be more difficult to achieve in one set of circumstances than in another, and a feature of the environment for management and professional positions is the organization structure around the job.

In the final analysis, the evaluation results have to pass the test of common sense. Looked at more broadly, the evaluation results describe in part the management process of the college. They say something about how people are utilized, how jobs have been structured, and the roles of the various jobs and functions. With the passage of time, roles can change and the evaluations need to be kept up-to-date to reflect these changes.

3. ADMINISTRATION GUIDELINES

The salary administration program for administrative personnel was introduced effective September 1971, and during the academic year 1971-72, the individual colleges were implementing the program with the objective from the Council of Regents that it be adopted no later than August 31, 1972. The year of 1971-72 was then a year of transition, where some colleges implemented the new program at the beginning of the year, and others during or at the end of the year. The question of whether an adjustment in salaries was lost for 1971-72 cannot be answered for the colleges in general, but would have to be referred to the individual college concerned. Certainly, there was no intent on behalf of the Council of Regents that such a loss be suffered.

ANATOMY OF A SALARY RANGE  
COLLEGES OF APPLIED ARTS AND TECHNOLOGY OF ONTARIO

DISTINGUISHED MAXIMUM		112%
	DISTINGUISHED ZONE	
COMPETENT MAXIMUM		104%
Policy Line	COMPETENT ZONE	Policy Line
		96%
	ADEQUATE AND INEXPERIENCED ZONE	
MINIMUM		80%

DISTINGUISHED ZONE: Normally reserved for those whose performance, in almost all ways, is significantly above a level that would be acceptable, this implies that virtually any knowledgeable observer would understand the overall high quality of results in all areas of job emphasis or for those whose performance is at least at a competent level in all areas of job emphasis and noticeably exceeds that level in some important areas.

COMPETENT ZONE: Zone for those whose consistent performance does not noticeably deviate from an acceptable level; either because there is no variation in any areas of job emphasis from the results the job was designed to produce, or because areas of noticeably strong achievement are counterbalanced by noticeable gaps in results.

ADEQUATE OR INEXPERIENCED ZONE: Zone for those whose performance is at, but not noticeably above, a competent level in any area of job emphasis, and is noticeably below that level in some areas. There may be some question whether performance at a fully competent level can be achieved, or, more commonly, that there is a need for some further development or experience on the job before fully competent performance can be expected.

The administration of salaries within the salary ranges can best be illustrated by the "Anatomy of Salary Range" on the facing page. Merit increase guidelines for the individual colleges contain a reference to the average merit increase granted in a college and its present level of salaries. This is based on the generally recognized principle that movement for an individual within the salary range should be easier and faster from the minimum to the competent zone than from there to the distinguished maximum. Accordingly, a college with the majority of its personnel low in their salary ranges should be more generous in its total merit increase allocation than another college with its personnel relatively higher within their salary ranges. The college's position in their salary ranges is known as compa-ratio and in this way affects the merit increase guideline for the college. This college guideline is a total allocation, but, however, should not influence an individual's salary treatment given his own performance and position within his range.

The performance definitions on the anatomy of a salary range define three levels of performance: adequate or inexperienced, competent, and distinguished. A very young college with almost all of its personnel very new in their positions would likely have only a few individuals who could realistically be appraised as distinguished. On the other hand, a mature college with a considerable majority of its personnel quite experienced in their present jobs could conceivably have a quarter of their personnel performing at or close to the distinguished level. If much more than one quarter of the personnel in a college were assessed as performing at a distinguished level, one of two conclusions could be reached. Either that college is a most fortunate one with such a high number of outstanding performers, or the assessment of the performance is not very realistic. On the other hand, a relatively mature college with much less than one quarter of its personnel assessed as distinguished, can also draw one of two conclusions. Either they face a considerable challenge to develop outstanding performers, or the assessment of performance is too restrictive.

LIBRARIANS

## 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.

## 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 Society<sup>1</sup> - 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.<sup>2</sup>

*"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.<sup>3</sup>

*"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.<sup>4</sup>

*"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.<sup>5</sup>

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."<sup>16</sup> 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 consistently lower and more stringent than those applied to the other sectors of the bargaining unit (Teachers and Counsellors).

- X 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:

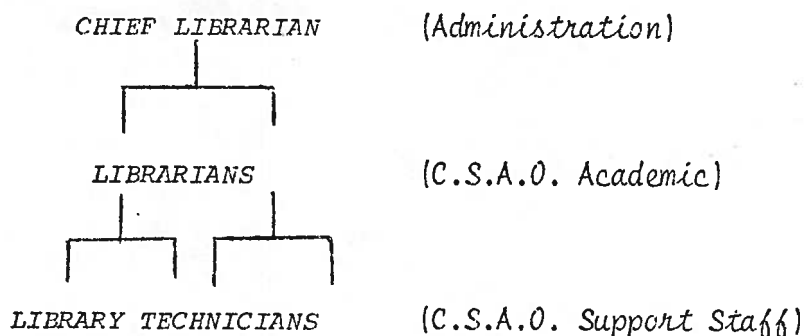
*Since professional librarians in the C.A.A.T.s have academic qualifications equivalent to those of teaching staff and counsellors in the Colleges, and since the library is an integral part of the learning process of the Colleges, the Ontario Status of Women Council recommends that classification of 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 SITUATION

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 appeals<sup>6</sup> 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 description<sup>7</sup> 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 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
<hr/>	
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 imminent stagnation at \$12,900. X 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 <sup>8</sup>	\$7,700	\$8,100	?
	Soc. Ser. <sup>9</sup>	\$8,557	\$9,156	\$9,706
C.U.P.E	North York <sup>10</sup>	\$	\$9,600	
Non-affil.	Scarborough <sup>11</sup>		\$9,300 (Jan. '73)	
	Mount Royal <sup>12</sup>			
	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". <sup>13</sup>

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,<sup>14</sup> 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.<sup>15</sup>

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 clientele 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 Library 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.

\* 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 \$500 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%.

SOURCES CITED

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. (attached)
3. Association of College and Research Libraries.  
*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)
13. Qureshi, J. M.  
*Academic Status, Salaries and Fringe Benefits in Community College  
Libraries of Canada.* Canadian Library Journal, Jan-Feb. 1971.  
pages 41-45. (attached)
14. Table VII  
*Academic and Professional Qualifications of Librarians and  
Academic Staff.* (attached)
15. Ontario Commission on the Legislature. (D. Camp, Chairman)  
*Second Report, December 1973.* pages 55-64.
16. Porter, Arthur.  
*Royal Commission Inquiry into Conestoga College.*
17. Shepherd, Mary L. (Comp. )  
*Placement and Salary Survey of M.L.S. Graduates, 1973.* Faculty of  
Library Science, University of Toronto. 1974.

C.A.A.T. LIBRARIANS' SUBMISSION

APPENDIX II

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

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	5
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 associations'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 fulfil 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

# College & Research Libraries NEWS

Libraries NEWS

No. 8, September 1972

ACRL News Issue (A) of College & Research Libraries, Vol. 33, No. 5

## 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 College 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 vigorous 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, and 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. Indeed 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 sophisticated.

College & Research Libraries is published by the Association of College and Research Libraries, a division of the American Library Association, 17 times yearly—bi-monthly journal issues and 11 monthly, combining July-August, three issues of 120-25 Buff 51; Fulton, Mo. 63101. Subscription, \$10.00 a year or, to members of the Association, \$5.00. Single copies, \$1.00. Advertising rates and circulation information available on request. Chicago, Ill. 60611. Second-class postage paid at Fulton, Missouri 63101.

News editor: Michael Heblson, University of Colorado, Colorado Springs Center, Colorado Springs, Colorado 80901. Editor: Richard M. Dougherty, University Library, University of California, Berkeley, California 94720. President, ACRL: Susan Shatt. Executive Secretary, ACRL: Beverly Lynch, ALA.

phisticated. 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 curricular 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

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.

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. In 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.

<sup>1</sup>Cf. 1940 *Statement of Principles on Academic Freedom and Tenure*; 1956 *Statement on Procedural Standards in Faculty Dismissal Proceedings*; 1972 *Statement on Leaves of Absence*.

<sup>2</sup>Cf. 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.

*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

B-3

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 are 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.

211

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 *CRL News* and other appropriate publications.

2. *Library governance.* College and university libraries should adopt an academic form of governance. The librarians should form as a library faculty whose role and authority is 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

- 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 LibrariesI. 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 CAAAT'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 CAAAT'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 Library<sup>1</sup>. 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 CAAAT'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.

### 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.

...6

...7

11) 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 disparity 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.

#### 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

### 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

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)		( 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	( 9,700)	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	(13,200)	14,000	(13,700)	14,500
11	(11,900)**		(12,300)**	12,800	(13,700)**	14,500	(14,200)*	15,000
12			(12,500)**		(14,200)**		(14,700)**	15,500
13							(15,200)**	15,600
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	( 8,400)		( 8,700)		( 9,600)		(10,100)	
2	( 8,800)	9,200	( 9,100)	9,500	(10,000)	10,500	(10,500)	10,500
3	( 9,200)	9,600	( 9,500)	9,900	(10,400)	11,000	(10,900)	11,000
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	(12,700)		(12,800)	13,300	(14,000)	15,000	(14,500)	15,500
11					(14,500)	15,100	(15,000)	16,000
12								
13								

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., Toronto, March 1970

DATED AT TORONTO THIS 30th DAY OF MAY, 1972

APPENDIX III

ACADEMIC QUALIFICATIONS OF ACADEMIC STAFF OF THE CAATS

<u>Qualifications</u>	<u>Percentage(%)</u>
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 Dyment*  
ALAN DYMENT      CENTENNIAL CAAT

*Judy Empringham*  
JUDY EMPRINGHAM      CENTENNIAL CAAT

*Lynne E. Gibbon*  
LYNNE E. GIBBON      CENTENNIAL CAAT

*Margaret Troit*  
MARGARET TROIT      Humber CAAT

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

Appendix 111 - Classification Guidelines for Librarians, Counsellors, Instructors and Coordinators

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, cataloging 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

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, cataloging 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.

Social Services Salary Schedules  
Ontario Public Service Librarians

Classification	1971-72		1972-73		1973-74		1974-75	
	min. \$	max. \$	min. \$	max. \$	min. \$	max. \$	min. \$	max. \$
Librarian 1	8,557	9,992	9,156	10,692	9,706	11,333	10,919	12,749
Librarian 2	9,392	10,957	10,050	11,725	10,653	12,428	11,983	13,992
Librarian 3	10,384	12,132	11,110	12,981	11,777	13,760	13,359	15,480
Librarian 4	NA	NA	NA	NA	12,627	15,236	14,205	17,146
Librarian 5	NA	NA	NA	NA	14,088	17,115	15,849	19,250

## 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	
PS3						
Sub-Professional	Annual	8029.53	8419.77	8810.00	9434.18	
Library-Assistant	Monthly	669.13	701.65	734.17	786.18	
Senior-Audio Visual	Bi-Weekly	308.83	323.83	338.84	362.85	
Clerk	Weekly	154.41	161.92	169.42	181.43	
Senior Clerk	Daily	30.88	32.38	33.88	36.29	
Circulation Control	Hourly	4.41	4.63	4.84	5.18	
PS3A						
Bookmobile Library-	Annual	8399.26	8789.50	9179.72	9803.91	
Assistant Driver	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
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	Annual	11857.94	12509.88	13200.66	13933.96	14710.74
Head	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

1974 and 1975 salary ranges

Classification	1974		1975	
	min. \$	max. \$	min. \$	max. \$
Librarian 1	10,424	12,924	11,362	14,087
Librarian 2	11,621	14,388	12,666	15,683
Librarian 3	12,924	15,034	14,087	16,387

## 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, ART 1789 Contract and Agreement

PREAMBLE - Article 1 -

The Board recognizes the SCCFT 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 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

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

Toronto Globe & Mail

Saturday April 28, 1973

**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.

**Responsibilities:**  
College Librarian

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

**Salary:**  
Minimum \$13,741.00 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**

**SALARY SCHEDULE**  
(Effective August 1973)

Years of Experience	Category A Bachelor's	Category B Bachelor's 2 Years	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.

**YOUR FUTURE IS HERE**

**SOUTHERN ALBERTA INSTITUTE OF TECHNOLOGY**

**GALGARY SENIOR LIBRARIAN**

**ALBERTA**

**HEAD OF PUBLIC SERVICES**—An experienced librarian with a progressive service oriented philosophy is required to direct the Public Services Section of the expanding Learning Resources Centre. Reports directly to the Head Librarian with responsibility for the Section which includes Reference, Audio-Visual, Circulation, Serials and a satellite branch. Degree in Library Science; minimum of 3 years responsible experience in Public Services; familiarity with Audio-Visual materials and a background in science or technology desirable. Appointment available April 1, 1974, with starting salary to \$16,152 per annum. Competition Number M241 C-1. This competition will close with the appointment of a suitable candidate. 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 0Y3

GLOBE AND MAIL

JANUARY 12, 1974

Careers, Report on Business, page B8

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 I shows that

41

Academic Status, Salaries and Fringe Benefits in Community College Libraries of Canada. Canadian Library Journal, Jan-Feb. 1971, pages 41-45.

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

42

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 M.L.S., 26 per cent have an M.L.S. 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

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' appointments, 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

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

January-February 1971

conclusive.  
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.

Canadian Library Journal

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. □

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

## 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	<u>100.0</u>	69.6
Certificate	-	15.9		85.5
CAAT Diploma/Equiv.	-	5.7		91.2
Craft Paper	-	9.1		<u>100.3</u>

\* 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 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)		( 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	( 8,800)	9,100	( 9,700)	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							(14,700)**	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	(10,900)	11,500
5	(10,000)	10,400	(10,300)	10,700	(11,200)	12,000	(11,700)	12,500
6	(10,400)	10,800	(10,700)	11,100	(11,600)	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	(14,000)	15,000	(14,500)	15,500
11			(12,800)	13,300	(14,500)	15,100	(15,000)	16,000
12							(15,500)	16,100
13								
14								

## 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

1  
BACKGROUND

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 (CSAO 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.

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.<sup>1</sup>

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<sup>2</sup>, 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.<sup>4</sup>

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<sup>1</sup> 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 document<sup>3</sup> 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% 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<sup>4,5</sup> 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,<sup>7</sup> 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.<sup>8</sup> 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 CAATs (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

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

CHRONOLOGY

1973

- 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 registered.
- 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 Team
- 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., MCU.
- 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.

EXTRACT FROM  
REPORT OF MEETING  
ONTARIO STATUS OF WOMEN COUNCIL

May 9, 1974

=====

Remarks on Behalf of  
Community College Librarians

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, instill 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.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

THE C.A.A.T. LIBRARIAN

ROLE VERSUS IMAGE

PREPARED FOR SUBMISSION TO THE  
ONTARIO STATUS OF WOMEN COUNCIL

The role of the Librarian in modern society and in particular, within the formal educational system, is considerably at odds with the classical image of the Librarian. Librarians in Ontario's Colleges of Applied Arts and Technology are an essential part of the learning environment, who, due to the archaic image of Librarians and librarianship as a women's profession and thus of less importance, are underpaid and restricted in their advancement.

#### 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<sup>1</sup> 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.<sup>2</sup>

"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/her salary should be adjusted similarly to the summer session scale of other faculty at his/her 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. 5)

#### THE IMAGE OF THE LIBRARIAN

The traditional stereotyped image of the Librarian has been as a reclusive, incomplete 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 2% 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 BIAS (Continued)

In the Commission's Report, Recommendation 11, (paragraph 252) <sup>5</sup> 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 <sup>6</sup> 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 <sup>8</sup>

- 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 <sup>9</sup>

- 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 JUNIOR 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 <sup>11</sup>

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

PREAMBLE - Article 1 -

The Board recognizes the SCCFT 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.

2.2. 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 INEQUITABLE CONDITIONS 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 or better
B.A. + B.L.S.	47.4	-	-
Foreign Qualification	10.3	-	-
Hons. B.A.	2.6	19.5	38.8
Pass B.A.	5.3	30.8	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
Instructor	\$6,200	\$10,400	\$6,500
Affiliate	6,800	12,400	7,200
Assistant	8,300	13,200	8,800
Associate	8,700	15,000	9,200
Master	9,300	16,000	9,800

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
Librarian I	\$7,700	\$10,600	\$8,100
Librarian II	9,300	12,200	9,800
Counsellor I	6,200	10,400	6,500
Counsellor II	6,800	12,400	7,200
Counsellor III	8,300	13,200	8,800
Counsellor IV	8,700	15,000	9,200
Counsellor V	9,300	16,000	9,800

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 I. (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.

OK

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 I 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 \$16,200. for supervisory duties.

INCONSISTENCIES 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 13, 1974

# SOURCES CITED

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<br>(a) Salary settlement for the School Years 1971/72 and 1972/73 for Secondary School Teachers in Metropolitan Toronto.<br>(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

397

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 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)		( 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	( 8,600)	9,100	( 9,700)	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	(10,900)	11,500
5	(10,000)	10,400	(10,300)	10,700	(11,200)	12,000	(11,700)	12,500
6	(10,400)	10,800	(10,700)	11,100	(11,600)	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

## Appendix 111 - Classification Guidelines for Librarians, Counsellors, Instructors and Coordinators

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

LIBRARIAN 2CLASS 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.

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.

COMPARATIVE SALARY SCHEDULES

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 7,200-13,100
III 11,777-13,760	II 9,800-12,900	III 8,100-13,900
IV 12,627-15,236		IV 9,200-15,800
V 14,088-17,115		V 9,800-16,500
TOTAL RANGE		\$ 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.

A 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.

25 Petman Avenue  
Toronto, Ontario  
M4S 2S9

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,
- or
- (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.: 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 that the current re-negotiation 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 arbitration 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.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

*M. McLaughlin, T. Trotter, per H. Benfield*  
*Ms. M. Trotter*

*Shirley McLaughlin*

*Ellen Jackson*

*Jeanne Beggs*

*Lillian King*

*Patricia King*

C.C.

Mr. H. Jackson, Director, Colleges of Applied Arts and Technology  
Mr. N. A. Sisco, Chairman, Council of Regents  
Mr. R. Rachtar, 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
Ph.D	-	1.8	1.8
Masters/M.L.S.	34.4	17.5	34.4
B.A. + B.L.S.	47.4	-	81.8
Foreign Qualification	10.3	-	92.1
Hons. B.A.	2.6	19.5	94.7
Pass B.A.	5.3	30.8	100.0
Certificate	-	15.9	85.5
CAAT Diploma/Equiv.	-	5.7	91.2
Craft Paper	-	9.1	100.5

\* 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	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	9,500	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.  
Cumbrian, 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	9,500	16,000	9,800	16,900

from: Collective Agreement

## APPENDIX IV

The Royal Commission on the Status of Women

List of Recommendations 397

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

Provincial Secretary for Social Development	with the compliments of	The Honourable Robert Welch
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 review 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	Parliament Buildings North Wing Queen's Park Toronto Ontario
416/965-6502	

February 11th, 1974.

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

February 21, 1974

The Hon. Jack McNie  
Minister of Colleges and Universities  
6th Floor  
Newat 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 C.A.A.T. 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 Pirney 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  
M. J. J. per R.I.  
Margaret Trott, Chairperson

Robin Inskip  
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	8,300	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



Minister

Ministry of  
Colleges and  
Universities

416/965-7625

Mowat Block  
Queen's Park  
Toronto Ontario

March 1, 1974.

Dear Ms. Trott:

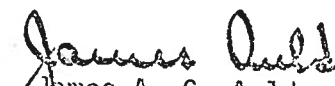
Thank you for your letter of February 21, 1974 written on behalf of the Colleges of Applied Arts and Technology Librarians.

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.  
H4S 2S9

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. Etzel 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 .....

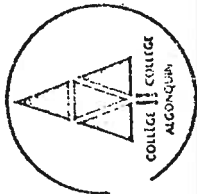
They considered the correction of this social injustice (classification and salary disparity within our Academic Bargaining Unit), extended beyond the scope of negotiations under the present legislation. - The Crown Employees Collective Bargaining Act (CECBA), Section 17(1), 1972. They recommended that 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 .....



# ALGONQUIN COLLEGE OF APPLIED ARTS AND TECHNOLOGY COLLEGE DES ARTS APPLIQUÉS ET DE TECHNOLOGIE

1385 WOODROFFE AVENUE OTTAWA 5, ONTARIO 1385, AVENUE WOODROFFE

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

*Re: In Reply / M.T.*  
*Heather Hewitt / M.T.*

*Kim ...*

*Phyllis Goffe*  
*... ..*  
*... ..*  
*... ..*  
*... ..*

*Francis Sanderson - Ginn*  
*R. 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. N. Pinney, Executive Officer, Ontario Status of Women Council

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 Librarians<sup>1</sup>, 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.

<sup>1</sup>Not all members, since some members of the Committee of Librarians are in CSAC.

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.<sup>2</sup>

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  
*David Jones*  
David Jones, Vice-Chairman (Humber) Com. of Librarians  
*Steven Rees*  
Steven Rees, Treasurer (Niagara) Committee of Librarians

<sup>2</sup>Recommendations of the Colleges of Applied Arts & Technology of

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 those 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, HOWAT BLOCK, 900 BAY STREET  
TORONTO 182, ONTARIO  
365-4234

April 11, 1974

Dear Ms. Trott:

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

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

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

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

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

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

- 2 -

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

Yours sincerely,

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

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

M4S 2S9

C. T. Librarian  
Action Committee  
3 Peel Avenue  
Brampton, Ontario  
June 20, 1974

Mr. James A. C. Auld  
Minister of Colleges and Universities  
6th Floor  
Nevat Block  
500 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 ....

- 2 -

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 Coordination 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.



Office of the  
Minister

Ministry of  
Colleges and  
Universities

SIXTH FLOOR  
Mowat Block  
Queen's Park  
Toronto, Ontario  
M7A 1G8

416/955-7825

July 5, 1974

Dear Ms. Inskip:

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

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

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

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

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

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

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

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

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

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

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

Yours sincerely,

James A. C. Auld,  
Minister.

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

*Harry Pearson*  
Parliamentary Assistant  
to the Minister

File of the

Ministry of  
Colleges and  
Universities

416/965-7625

Mowat Block  
Queen's Park  
Toronto Ontario

June 26, 1974.

Dear Mrs. Sabia:

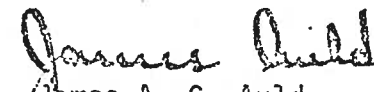
Thank you for your letter of June 17, 1974, in which you advised me of the resolution passed by the Ontario Status of Women Council regarding classification of staff in the Colleges of Applied Arts and Technology.

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 dispels any claim of discrimination." We find this type of logic and lack of understanding boggles the mind!

We also wish to take exception to the "Classification Sub-Committee," both in its composition and jurisdiction, and its deliberations mentioned in Mr. Auld's letter. Considering the Sub-Committee's conclusion that it finds "no justification to change the basic classification specification at this time," we believe there are several inaccuracies and questions about its findings.

It is interesting that the Sub-Committee believes that the "librarians in the colleges are classified in a similar manner to the librarians in universities in Ontario." We note that this letter predates by over a week the Sub-Committee's notification of receipt of the Community College Administrative Librarians' classification proposal, submitted several weeks earlier on the request of Mr. John Lynch, Classification Officer, Ministry of Colleges and Universities.

Continued .....

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 within its jurisdiction, review of the "role of the college libraries." Thirdly, we must add that while the administrative librarians were invited to submit classification proposals (received, unfortunately, after the Sub-Committee had made up its mind), there was no indication even to the administrative librarians, that a review of the role of the college library was underway.

Mr. Auld's letter also specifies that "compensation for librarians is commensurate with the salaries and benefits offered librarians in the universities, the public service, and the Ontario public library system." Again we find it very difficult to understand this statement in view of the abundant evidence to the contrary. C.A.A.T. librarians' salaries are conspicuously lower than those in the secondary school system, the Ontario Public Service (O.P.S.), and in the Ontario public library system (see attached).

Continued .....

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 redirecting 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.

Office of the  
Minister

Ministry of  
Colleges and  
Universities

416/965-7825

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.

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

Distribution: Major U.S. and Canadian  
Library Journals

C.A.A.T. Librarians

#### ★ Black Caucus condemning 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 Joseph 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 little 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 11-18-77 Caucus.

★ It wouldn't hurt to elect a few more SRATers to ALA Council. I've written a signed statement to the effect that you 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 co-ordinates other teachers may receive a supplement of up to \$1,000 for these duties.

ALA SKET November 1/73 # 28 page 18

The Action Committee charged that the teaching faculty have received extra 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 Trotter, has asked Robert Welch, provincial secretary for social development, to initiate an investigation into discriminatory practices at CAUT. 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/Counselor 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.

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 "local associations" representing Alberta, British Columbia, Calgary, Dalhousie, Guelph, Lakehead, Laurentian, Lehigh, 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 Winnipeg. 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

96 JANUARY 15, 1974

Appendix P (PM 3,4)

CANADIAN TEACHERS ASSN. RECRUITS LIBRARIANS

Also criticized were provisions calling for dismissal hearings before an arbitrator 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 Professionals' Association—which would take over 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 counselors as well as librarians.

367

Wilson Library Bulletin  
H.W. Wilson Co.  
Bronx, New York, U.S.A.  
circ. approx. 40,000

Library \$51  
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 \$51,770,000 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  
Billy Jenkins is a movie theater manager in Albany, Ga. In March 1972 he showed the rated film *Carnal Knowledge*, which brought the courts down on his head with a fine of

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

Toronto—Seeking investigation and rectification of their restricted salary and working conditions in comparison with teachers and counselors, librarians (predominantly female) in Ontario's Colleges of Applied Arts and Technology have initiated 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? ¿Por qué? A telephone information center for the Latin community: El Centro de Información, opened at the Chicago PL in December. Callers who dial 269-3640 will reach a Spanish-speaking reference librarian, geared to answer questions of non-English-speaking people adjusting to a different culture.

News roundup

Washington—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 SLA 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, de- velopment of 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.

continuing mechanism for dealing with problems faced by heads of State agencies responsible for statewide library development.

The Month in Review

Wilson Library Bulletin  
H.W. Wilson Co.  
Bronx, New York, U.S.A.  
circ. approx. 40,000

Library \$51  
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 \$51,770,000 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  
Billy Jenkins is a movie theater manager in Albany, Ga. In March 1972 he showed the rated film *Carnal Knowledge*, which brought the courts down on his head with a fine of

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

Toronto—Seeking investigation and rectification of their restricted salary and working conditions in comparison with teachers and counselors, librarians (predominantly female) in Ontario's Colleges of Applied Arts and Technology have initiated 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? ¿Por qué? A telephone information center for the Latin community: El Centro de Información, opened at the Chicago PL in December. Callers who dial 269-3640 will reach a Spanish-speaking reference librarian, geared to answer questions of non-English-speaking people adjusting to a different culture.

News roundup

Washington—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 SLA 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, de- velopment of 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.

continuing mechanism for dealing with problems faced by heads of State agencies responsible for statewide library development.

The Month in Review

Wilson Library Bulletin  
H.W. Wilson Co.  
Bronx, New York, U.S.A.  
circ. approx. 40,000

Library \$51  
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 \$51,770,000 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  
Billy Jenkins is a movie theater manager in Albany, Ga. In March 1972 he showed the rated film *Carnal Knowledge*, which brought the courts down on his head with a fine of

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

Toronto—Seeking investigation and rectification of their restricted salary and working conditions in comparison with teachers and counselors, librarians (predominantly female) in Ontario's Colleges of Applied Arts and Technology have initiated 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? ¿Por qué? A telephone information center for the Latin community: El Centro de Información, opened at the Chicago PL in December. Callers who dial 269-3640 will reach a Spanish-speaking reference librarian, geared to answer questions of non-English-speaking people adjusting to a different culture.

News roundup

Washington—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 SLA 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, de- velopment of 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.

continuing mechanism for dealing with problems faced by heads of State agencies responsible for statewide library development.

The Month in Review

Wilson Library Bulletin  
H.W. Wilson Co.  
Bronx, New York, U.S.A.  
circ. approx. 40,000

Library \$51  
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 \$51,770,000 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  
Billy Jenkins is a movie theater manager in Albany, Ga. In March 1972 he showed the rated film *Carnal Knowledge*, which brought the courts down on his head with a fine of

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

Toronto—Seeking investigation and rectification of their restricted salary and working conditions in comparison with teachers and counselors, librarians (predominantly female) in Ontario's Colleges of Applied Arts and Technology have initiated 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? ¿Por qué? A telephone information center for the Latin community: El Centro de Información, opened at the Chicago PL in December. Callers who dial 269-3640 will reach a Spanish-speaking reference librarian, geared to answer questions of non-English-speaking people adjusting to a different culture.

News roundup

Washington—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 SLA 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, de- velopment of 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.

continuing mechanism for dealing with problems faced by heads of State agencies responsible for statewide library development.

The Month in Review

Wilson Library Bulletin  
H.W. Wilson Co.  
Bronx, New York, U.S.A.  
circ. approx. 40,000

Library \$51  
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 \$51,770,000 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  
Billy Jenkins is a movie theater manager in Albany, Ga. In March 1972 he showed the rated film *Carnal Knowledge*, which brought the courts down on his head with a fine of

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

Toronto—Seeking investigation and rectification of their restricted salary and working conditions in comparison with teachers and counselors, librarians (predominantly female) in Ontario's Colleges of Applied Arts and Technology have initiated 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? ¿Por qué? A telephone information center for the Latin community: El Centro de Información, opened at the Chicago PL in December. Callers who dial 269-3640 will reach a Spanish-speaking reference librarian, geared to answer questions of non-English-speaking people adjusting to a different culture.

News roundup

Washington—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 SLA 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, de- velopment of 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.

continuing mechanism for dealing with problems faced by heads of State agencies responsible for statewide library development.

The Month in Review

Wilson Library Bulletin  
H.W. Wilson Co.  
Bronx, New York, U.S.A.  
circ. approx. 40,000

Library \$51  
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 \$51,770,000 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  
Billy Jenkins is a movie theater manager in Albany, Ga. In March 1972 he showed the rated film *Carnal Knowledge*, which brought the courts down on his head with a fine of

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

Toronto—Seeking investigation and rectification of their restricted salary and working conditions in comparison with teachers and counselors, librarians (predominantly female) in Ontario's Colleges of Applied Arts and Technology have initiated 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? ¿Por qué? A telephone information center for the Latin community: El Centro de Información, opened at the Chicago PL in December. Callers who dial 269-3640 will reach a Spanish-speaking reference librarian, geared to answer questions of non-English-speaking people adjusting to a different culture.

News roundup

Washington—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 SLA 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, de- velopment of 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.

continuing mechanism for dealing with problems faced by heads of State agencies responsible for statewide library development.

The Month in Review

Wilson Library Bulletin  
H.W. Wilson Co.  
Bronx, New York, U.S.A.  
circ. approx. 40,000

Library \$51  
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 \$51,770,000 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  
Billy Jenkins is a movie theater manager in Albany, Ga. In March 1972 he showed the rated film *Carnal Knowledge*, which brought the courts down on his head with a fine of

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

Toronto—Seeking investigation and rectification of their restricted salary and working conditions in comparison with teachers and counselors, librarians (predominantly female) in Ontario's Colleges of Applied Arts and Technology have initiated 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? ¿Por qué? A telephone information center for the Latin community: El Centro de Información, opened at the Chicago PL in December. Callers who dial 269-3640 will reach a Spanish-speaking reference librarian, geared to answer questions of non-English-speaking people adjusting to a different culture.

News roundup

Washington—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 SLA 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, de- velopment of 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.

continuing mechanism for dealing with problems faced by heads of State agencies responsible for statewide library development.

The Month in Review

Wilson Library Bulletin  
H.W. Wilson Co.  
Bronx, New York, U.S.A.  
circ. approx. 40,000

Library \$51  
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 \$51,770,000 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  
Billy Jenkins is a movie theater manager in Albany, Ga. In March 1972 he showed the rated film *Carnal Knowledge*, which brought the courts down on his head with a fine of

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

Toronto—Seeking investigation and rectification of their restricted salary and working conditions in comparison with teachers and counselors, librarians (predominantly female) in Ontario's Colleges of Applied Arts and Technology have initiated 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? ¿Por qué? A telephone information center for the Latin community: El Centro de Información, opened at the Chicago PL in December. Callers who dial 269-3640 will reach a Spanish-speaking reference librarian, geared to answer questions of non-English-speaking people adjusting to a different culture.

News roundup

Washington—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 SLA 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, de- velopment of 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.

continuing mechanism for dealing with problems faced by heads of State agencies responsible for statewide library development.

The Month in Review

Wilson Library Bulletin  
H.W. Wilson Co.  
Bronx, New York, U.S.A.  
circ. approx. 40,000

Library \$51  
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 \$51,770,000 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  
Billy Jenkins is a movie theater manager in Albany, Ga. In March 1972 he showed the rated film *Carnal Knowledge*, which brought the courts down on his head with a fine of

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

Toronto—Seeking investigation and rectification of their restricted salary and working conditions in comparison with teachers and counselors, librarians (predominantly female) in Ontario's Colleges of Applied Arts and Technology have initiated 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? ¿Por qué? A telephone information center for the Latin community: El Centro de Información, opened at the Chicago PL in December. Callers who dial 269-3640 will reach a Spanish-speaking reference librarian, geared to answer questions of non-English-speaking people adjusting to a different culture.

News roundup

Washington—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 SLA 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

er. American Materials will be the  
al topic for discussion. In addition  
will be reports of progress made in the  
year on matters concerning Latin  
rican acquisitions and bibliography in  
ral and a series of workshops which will  
de: Instruction in the Use of Latin  
rican Library Materials including For-  
Courses in Latin American Bibliography,  
lications of Inter-American and Inter-  
nal Organizations," "Book Dealers and  
Problems," and the "Commercial Re-  
ing and Reproducing of Latin American  
rials." Registration in the Nineteenth  
nar is \$15.00 for members of SALALM  
\$25.00 for non members. Preprint  
ing papers are included in the registra-  
fee and are available only by registering  
vance. All students will be admitted to  
onference without charge but must regis-  
nd pay a fee of \$7.50 if they wish sets of  
orking papers. The conference co-  
nator is Nettie Lee Benson, Librarian,  
American Collection, University of  
s'ary, Austin, Texas 78712. Infor-  
on the content of the program and  
ing papers may be procured from Rosa  
ments Department, University of  
on Libraries, Gainesville, Florida  
11. For other information refer to the  
utive Secretary, Pauline P. Collins,  
ALM Secretariat, University of Massa-  
etts Library, Amherst, Massachusetts  
12 U.S.A.



#### CLA MEMORIAL FUND

The Board of Directors of the Canadian  
Library Association has recently estab-  
lished 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



#### 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 organiza-  
tional structure for continuing education. Appen-  
ded to it are recommendations for action.

##### LIBRARIANS IN ONTARIO'S COLLEGES OF

APPLIED ARTS AND TECHNOLOGY whose con-  
tract 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, libra-  
rians and counsellors. They indicate that although  
the librarians' educational and professional qualifica-  
tions are at least equivalent to teachers', the classifi-  
cation and salary ranges granted to them in the exist-  
ing contract are much more restrictive since the Li-  
brarians must work a longer contract for lower sala-  
ries.

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 be-  
ing 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, re-  
ceived a package similar to that of the Teachers.

Felicitier  
Newsletter of the Canadian Library  
Association. Ottawa.  
Vol. 20, No. 1, Jan. 1974  
page 19.

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.

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.

PRESS RELEASE  
- FOR IMMEDIATE RELEASE

Ms Margaret Trol  
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/Counselor 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

- 30 -

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 counseling 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 saving college 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 ad-

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 counseling 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."

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 librarians' 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 sub-committee earlier this month, and members will appeal to the ministry June 12.

"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."

## Librarians claim pay discrimination

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 last August, salaries for librarians in the first of two categories rang-

ed from \$9,100 to \$11,200. In a second, supervisory category, wages ranged from \$9,600 to \$12,500.

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 \$9,800 to \$10,500, Jones said.

# 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 Insip, 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 pay 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. Insip. "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 \$5,000 less than equally qualified teachers and counsellors.

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 council will let its education committee study the issue further to see how it can support the librarians.

Brampton, Ontario

## 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.

Because professional librarians in colleges have academic qualifications equivalent to those of teaching staff and counsellors, the council announced it will recommend all classification of staff be made

by professional and academic qualifications, experience and responsibility, and include all teachers, counsellors and librarians.

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

College librarians — 8 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 \$6,000 less than paid to similarly qualified teachers and counsellors. For the six librarians throughout the province who supervise other libraries, salaries can rise to \$12,800. 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.

### 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

## Status of Women council backs pay demands

# Community college librarians cite sex bias, seek wage

By KATHLEEN REN

The Ontario Status of Women Council will support the action of librarians in the community colleges who are demanding wage parity with the teachers in the colleges.

At its monthly meeting tomorrow, the council is expected to approve a recommendation backing the College of Applied Arts and Technology academic librarians' representatives appeared before it last month. The librarians claim sex bias

is the primary cause of the disparity whereby a librarian earns as much as \$5,000 less than an equivalently qualified teacher or counsellor.

Some 60 librarians, 55 per cent of them women, work in community colleges across the province, and are involved in the dispute. Another 25 librarians again most of them women, are in management positions and so do not come under CAAT.

David Jones of the CAAT Librarian Action Committee,

said the last offer management (the Council of Regents), made in June would raise the salary of a librarian I to a minimum of \$9,493 and a maximum of \$13,063 by Dec. 31, 1974, with an additional \$400 between Jan. 1 and Aug. 31, 1975.

(A librarian I now makes a minimum of \$8,100 and a maximum of \$11,200.)

The offer would give a librarian II a minimum of \$11,376 and a maximum of \$14,976 by Dec. 31, 1974, with an additional \$400 between Jan. 1 and Aug. 31, 1975.

Mr. Jones said a librarian II must supervise another professional librarian. There aren't more than half a dozen in Ontario as only one or two colleges have five or more librarians. In other instances the supervising librarian is the chief librarian, who is not in the bargaining unit.

Mr. Jones, who is a librarian at Humber 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 the community colleges is to provide them with the standard equipment to find jobs. . . . Librarians teach the 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."

In the community colleges a master teacher must have a Bachelor of Arts degree, Mr. Smith 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 \$18,000 maximum, in the Sept. 1, 1973, to Aug. 31, 1974, period, to be increased to \$11,376 and \$19,620 between Sept. 1, 1974, and Aug. 31, 1975.

A librarian I in the civil service is better off, with a starting salary of \$9,706. 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 \$15,236.

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

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

## parity with teachers

of Jan. 1, 1975, the new graduate will receive \$11,290.

It now is more than a year since the CAAT academic librarians began campaigning for parity with the teachers in the community colleges through the Civil Service Association of Ontario, their bargaining agent.

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. Mrs. Campbell described the situation with the librarians as the worst case of discrimination that has come to her attention.

—THE GLOBE AND MAIL, WEDNESDAY, JUNE 12, 1974 13

# ola 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

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

- 149 -

Appendix P (PN 10)

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 pursuing 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 definitely 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.

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 rules 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 divisions and agencies in our own ministry, and is given certain projects to develop where they have a particular 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 further question?

Mr. Ferguson: One of the areas we are funding directly—a research project on analytical project—in the area of status of women, for 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 a series 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?

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 looked 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 this range is between \$1,600 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.

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. E. 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 bureau, 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—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.

COUNSELLORS

## THE COMMUNITY COLLEGE COUNSELLOR

### Vacations

The title of counsellor in a Community College can best be defined in terms of the role played by the counsellor in the College system of Ontario. This system has adopted an open-door admission policy. Consequently the Community College counsellor must be prepared to deal with almost every type of person from the unemployed and often over-qualified PhD to the high school dropout, from the drug addict to the sexually maladjusted.

A significant segment of the student population seen by a Community College counsellor will be those at the lower end of the statistical curve, anxious about themselves, frequently frustrated and apprehensive about the task of preparing themselves for a life career. Among these are:

- a) the low achiever, finally awakening to the value of education and becoming highly motivated to enter a program for which he/she is not prepared, yet possessing the necessary potential;
- b) the low ability graduate, entering because of social pressures or lack of present employment opportunities;
- c) the immature graduating student with a concept of college life that is almost exclusively ball games, rallies and dances;
- d) the unmotivated, disinterested yet intellectually capable graduate who comes to explore, hoping somehow to find "that something" but not knowing precisely what.

At the other end of the statistical curve are the students graduating from high school, but more positively and constructively inclined toward the academic process:

- a) the able graduate, bypassing college or university and selecting a Community College out of respect, loyalty or convenience;
- b) the exceptional graduate, eligible for admission to university but lacking in necessary social maturity and intellectual disposition.

There will also be students of varying ability, background and age, all with a high valuation of the world of ideas who are primarily seeking intellectual stimulation.

Among these are the university student who either graduated, failed or withdrew after an unsatisfactory experience. Then too, adult students are coming to Community Colleges and the counselling office with increasing frequency. In many instances these will be regularly employed and hoping to improve their positions. Occasionally members of the military will come for an interview. And more and more women, homemakers for many years, are becoming motivated to seek further education for a second career.

The counsellor in the Community College assists these students to develop their unique capacities and interests as fully as possible within the College. In particular, he tries to help students with difficulties to achieve the potential of which they are capable. In other words, the counsellor is concerned with enabling the student to realize his full potential within the academic environment.

The work of the counsellor is therefore both remedial and developmental. The remedial or problem solving aspect is an important part of counselling, often encountered in an emergency or crisis situation. But far more significant, though not necessarily immediately evident, is the developmental function. This promotes student growth along a broad spectrum, with particular emphasis on those non-intellectual characteristics and competencies without which the intellect soon becomes stagnant and sterile. These include developing a positive and realistic self-image plus the ability to relate to others, individually and collectively, in a meaningful and mutually satisfying manner.

Counselling is not a peripheral function provided by interested, but untrained individuals. It is, rather, an integral part of the overall educational process. As such, therefore, it must be staffed by professionally qualified individuals like any other College department. These persons should be provided with the same time for professional development and vacations as the rest of College faculty.

Counsellors, while providing direct services, are by reason of their professional background and their extensive contact with students, uniquely qualified to make valuable contributions to College committees and boards concerned with professional development. Many Community Colleges are taking advantage of the counsellors' knowledge and experience in this area.

There are various ways that the Community College counsellor provides essential services to all members of the College community, administration and staff.

a) Direct Service.

i) Personal counselling--providing assistance with educational, vocational, personal and social problems. This counselling is based on individual interviews and it may involve the use of various psychological tests when these promote self-understanding.

ii) Group counselling--facilitating and guiding the formation of groups in which the participants may improve their ability to communicate and relate to others while attempting to utilize newly acquired behavioural modes.

iii) Remedial services--helping students and staff overcome deficiencies in basic learning skills to meet special educational and vocational demands. These services frequently include reading, writing, speech and study techniques.

iv) Information--assisting students in educational and career planning.

b) Indirect Service.

i) Counsellors provide consultation services to faculty members and administrators to help them deal more effectively with students and staff.

ii) Counsellors provide consultation services to parents of students with a view toward improving student-parent relationships. In such instances, confidentiality is especially guarded.

c) Services to the College.

i) The counsellor frequently provides in-service training in sensitivity and awareness for faculty and academic advisors.

ii) The counsellor also participates in the development of college programs, with particular reference to such areas as admission and orientation.

iii) The counsellor may, in addition, assist, though always upon request, in the assessment of students as an aid to academic decisions. It should be stressed here, that this assessment differs from that which forms a part of the counselling process and is therefore bound by the confidential nature of that process.

It is evident, from the foregoing, that counsellors need the same vacation as teaching faculty for professional development and personal renewal. Professional development and vacations are not just palliative fringe benefits of a contract settlement. They are absolute necessities for the proper productive functioning of the counsellor. The counsellor, due to the nature of his/her work, has an acute need for relaxation that has a central constructive component.

It is here suggested that thoughtful consideration be given to the idea of providing sufficient time (2 months) for physiological and emotional relaxation as well as professional development. The structuring and use of the time provided must be left to the discretion of the individual counsellor.

Beyond the physical and emotional relaxation provided by the two month break, there is also the matter of equity in the treatment of counsellors. It is now the practice in many of the colleges to give the counsellors on staff a two-month break, as is suggested here on a universal basis. In other schools, counsellors are asked to work an additional month and are given compensation amounting to 10 per cent of their salaries. There is every indication that a majority of the counsellors in the system are currently working under either one or the other of these conditions. In view of the fact that in athletic departments

of the Colleges, faculty members, who are for the most part not teachers, are either receiving a two-month vacation or are being paid for an 11th month of work, it is evident that the counsellors now working an 11th month without compensation are being discriminated against. This condition, if left without remedy, cannot help but affect the entire system detrimentally.

Many benefits will result from the setting aside of this 2-month period, for the individual counsellor, the Community College and the community at large.

1) Residual tension produced by intense counselling encounters during the school year will be reduced to a comfortable operational level.

2) The counsellor will have ample time for the reading of professional periodicals, books and study in general.

3) The acquisition of background knowledge and thoughtful exploration of pertinent literature will result in a more secure individual; the counsellor will be a highly efficient resource person operating at optimum level.

4) The refreshed and up-dated counsellor will be better equipped to assist students and staff in adapting to rapid change, offsetting the traumatic residue of generalized anxiety.

Through the counselling encounter, where the counsellor is operating with maximum efficiency and minimum of mental and physical fatigue, the students and staff will resolve their difficulties, be able to reassess their value systems and world outlook, and will leave (or stay at) the Community College and enter the labour force stable and satisfied, with a minimum of anxiety and apprehension. It is such individuals who form the stable core of a productive community, province and country.

The counsellor, therefore, must have the required time for physical rest and intellectual development and relaxation, if all this is to come about with the least aggravation.

JOB SECURITY

## JOB SECURITY

### Article 8 - Job Security

- 8.01        a) Resignation shall mean the voluntary termination of employment by an employee.
- b) Probationary employee shall mean any employee who has not completed the probationary period and non-probationary has a corresponding meaning.
- c) A suitable position shall mean one for which the employee has demonstrated competence through satisfactory performance in an essentially similar role.
- d) A predecessor employer shall mean any past, present or future employer with employees absorbed into the CAAT system pursuant to (i) the establishment of the CAAT system, (ii) inclusion of OMRP in the CAAT system, (iii) inclusion of the schools of nursing, (iv) other similar transfers and changes.
- e) Lay off shall mean a period of passive employment.
- 8.02        An employee will be on probation until he has completed the probationary period which shall be of two years' duration from the date of initial employment. During the probationary period the employee will be informed, in writing, of his progress at six-month intervals. A probationary employee may be released during the first five months following the commencement date of his employment upon at least one (1) month's written notice and during the remaining nineteen months of probationary employment by at least three (3) month's written notice. If the notice for any termination extends beyond the twenty-four (24) month probationary period, the employee shall be deemed to be a non-probationary employee for all purposes of this agreement.
- 8.03        Any salaried employee wishing to resign from his employment may do so by giving at least three months' notice.
- 8.04        At any time, termination of employment may take place by mutual consent.

- 8.05 In the case of an anticipated lay off each of the following steps shall be taken before the final notification of individuals is given. In any event the final notice must be given at least three (3) months prior to the commencement date of the lay off.
- a) The Union shall be notified in writing of the anticipated lay off with the reasons for the lay off given and a list of the employees affected and the facts which determined their selection.
  - b) The Union shall be given the opportunity to discuss the circumstances leading to the lay off with the College at a meeting called for this purpose under Article 13.
  - c) The Union shall be given the opportunity to discuss the facts concerning the selection of any employee for lay off at a meeting called for that purpose by the Union under Article 13. Such a meeting shall not preclude the employee's subsequent right to grieve that he has been improperly selected for lay off.
- 8.06 Any employee who is considered for lay off shall be given the opportunity to be reassigned in lieu of lay off as follows:
- a) to a suitable vacant position within the College;
  - b) to a suitable position within the College, which is held by one or more part time, sessional, temporary or probationary employees;
  - c) to a suitable position within the College held by any employee with less seniority.
- 8.07 Should the above-noted steps of avoiding a lay off fail and it becomes necessary to proceed to lay off an employee (s) such lay offs shall proceed in inverse order of seniority at the College (s) concerned.
- 8.08 a) Any employee who has completed his probationary period of employment shall be paid his full monthly salary for three months after the effective date of lay off.

b) for a period of twenty four (24) months following the effective date of lay off the College shall maintain all fringe benefits for the employee including insurance, LTIP, medical, pension and all other such benefits and after three months of lay off shall pay the employee's portion of the costs of such benefits as well as the College's cost as if the employee were still being paid his full salary. However, if the laid off employee notifies the College that he has obtained permanent employment elsewhere, the College shall not be required to meet the provisions of this subsection.

8.09 When work requiring the services of a permanent employee becomes available at the College (s) where a lay off (s) has occurred, the College (s) agree to re-engage such employees in order of seniority.

8.10 The College shall re-call all suitable employees in order of seniority before hiring any replacements. The College shall not hire any part time, sessional or temporary employee while a suitable employee remains on lay off.

8.11 Each month the College shall make available to the Union a list of all employees indicating those on lay off, those that have been recalled that month and all new employees, stating the area in which they are to teach. The College shall notify the Union each week of the hiring of part time, sessional or other temporary personnel, stating the area of employment.

8.12 Laid off employee shall retain the right of recall in order of seniority for a period of twenty four (24) months from the effective date of lay off.

8.13 The College shall publish a seniority list of employees once every six months.

8.14 An employee's seniority shall be determined as follows:  
a) One month for each month or part thereof of non-probationary non-managerial employment in the College;

- b) One month for each month of probationary non-managerial employment in the College;
- c) One month for each month of non-probationary, non-managerial non-temporary employment with a predecessor employer.

The Union submits that the methods set out in this section by which lay offs are to be effected are fair, sensible, and common in the private sector. These methods provide for notice to the Union, an opportunity for discussion before the final notification, and some objective consideration of length of service. Legislation and practice in the Colleges make the comparison with the private sector appropriate. The employer-employee relationship between Management and faculty in the Ontario Community Colleges is implicit in all aspects of the operation of the Colleges. This is in contrast to universities in Ontario and elsewhere in North America.

The Union brings to the attention of the Board that the Support Staff contract presently recognizes the rights of notice, discussion, and bumping in the event of lay off through contracting out.

Two concerns with respect to lay offs are expressed by College teachers.

The first is that, at present, the choice of an individual to be laid off depends on the subjective opinion of some member of Management. The opinion may be uninformed or biased and yet there is no effective way of obtaining disclosure of the facts on which the subjective opinion is based. This means that there is no effective challenge to an unjust lay off since Management can claim that it has considered such things as merit, suitability, and competence in reaching a decision and the mere statement that it has done so is sufficient justification. Hearings before the PSGB bear this out.

There is also concern that in the event of lay offs for reasons of economy, the higher salaried, i.e. the teachers with

longer service, are more vulnerable. This fear is supported by several instances where teachers with relatively long service, (even absolute seniority within a division), have been laid off.

These concerns were also recognized by Dr. Arthur Porter in his investigation of Conestoga College and the subsequent report.\* In his discussion of financing problems he states on page 15 of his report:

"The above paragraphs clearly set forth my concern for the career prospects of a large group of professional men and women who, although protected in some degree by their union - the Civil Service Association of Ontario - do not in fact have anything approaching the job security of the established university teacher on one hand (i.e. tenure provisions) or that of the established high school teacher on the other hand. And yet the future of the Community College system is in their hands. Let me elaborate. During the Inquiry I became increasingly convinced that, of the several key factors which have contributed to unrest and dissatisfaction on the part of the faculty of the College, none is more central than the threat of job termination."

Section 4.3 on page 18 of the report is also relevant to the issue of job security.

#### 4.3 Summary of Issues directly attributable to Unpredictable Fluctuations in Enrollments

The following list is not exhaustive but is included to focus on pertinent aspects:

a) It is a truism that as the probability of faculty "terminations" increases, the level of uncertainty and frustration among faculty members increases much more so - indeed "exponentially".

b) There is an innate suspicion among faculty that, when lay offs are economically essential, teachers are more likely to be terminated than administrative and other support personnel. (I suspect that this is probably true although, on account of normal attrition rates in all sectors of the College, it is difficult to prove.)

c) Although teachers on probation are usually the first to suffer there appears to be no real protection for teachers with say 6 - 8 years seniority - this is clearly cause for insecurity and dissatisfaction.

d) Fluctuations in enrollment across College divisions give rise to conflict situations insofar as one division's "excess earnings" may help to keep another division "in business". Of course, the same situation appertains to the universities but it is more acceptable in a university, where "essential disciplines" such as the classics cannot be permitted to be discontinued, than in a College which is not, in general, so conscious of tradition.

---

\* Report of an Inquiry into the Operation of Conestoga College

e) Although enrollment fluctuations in the range of + 10% probably can be tolerated without adding to or removing teaching staff, greater fluctuations can give rise to a "hiring-firing" sequence.

f) Rumours of lay offs breed more rumours of lay offs, and of "everything else under the sun" and these affect the entire College.

RECOGNITION

## RECOGNITION

The Recognition clause of a collective agreement is obviously the cornerstone. Not only does the clause establish the recognition of the Union by Management, it determines who is and who is not within the bargaining unit. From the employees' point of view the clause limits the extent to which Management can circumvent the contract.

Unfortunately, circumvention has been, or at least appears to have been, the rule of the College Managements. Thus we find employees have been categorized in one unit (Support) while being utilized as though in the other (Academic). The Colleges have used titles with abandon resulting in the absurd situation where employees with identical titles (e.g. "Director") are deemed by a College to be within the unit and some to be excluded.

The Union finds Management has utilized both part-time and sessional categories to, in effect, extend the probationary periods of teachers now working full-time who are originally hired as part-time or sessional. The present recognition clause permitted hiring these teachers with the provision they would not be entitled to holidays, vacations, or other contract benefits available to full-time staff. The sessional position, in particular, has been used by Management as a cheap first year of probation.

The recognition clause must provide for four boundaries. The first must provide the exclusion level for management personnel. The second must provide for exclusion of personnel who are members of the Support Staff bargaining unit. The third must provide for clear demarcation between the true sessional and the abused probationary member. The fourth must provide a clean demarcation between the part-time and the full-time employee.

### Exclusion by Managerial Role

The present use of titles to accomplish this aim is not viable because the individual colleges have a myriad of titles and it is difficult to cross-reference the title used in one

College against a comparable position in another. Thus, at St. Clair College, for example, the Director of Student Life is excluded, yet the Director of Technology Freshmen is arbitrarily included by the College management. In some Colleges a Head is a higher rank than Chairman, while in others the reverse is true. Since it appears the Colleges will independently continue to proliferate titles, the recognition clause based on titles for exclusion is not viable. What must be done is to provide for exclusion by managerial function or capacity. Thus, if a College employee has the authority and responsibility to carry out any one of the following actions as they pertain to the unit members he should be excluded from the unit:

- a) to hire and fire unit members;
- b) to evaluate and/or determine future employment of any included employee;
- c) to take disciplinary action or to effectively recommend such action against an included employee.

It is important to notice that we have made no mention of budget or confidentiality as a basis of exclusion, for the simple reason that despite some of the industrially modelled administrations existing at some Colleges, the majority are structured as educational and members of the unit are involved in budget preparation and determination. Also, the confidential material that a teacher might or might not deal with is not essential to the survival of the firm and is, in most cases, confidential in name only.

This exclusion by authority and role is indicated both in the legislation amending the College and Universities Act and in CECBA. Therefore, the Union's recognition clause will leave the College free to invent titles to their own demonstrated delight but will prevent the exclusion based on title alone.

Exclusion by Inclusion Under the Support Collective Agreement

Nowhere have some College managements been more flagrant in violating the present Memorandum of Understanding than in the employment of Support Staff in the teaching and counselling role. Thus, we find a game of musical bargaining units is

sometimes played where a Support Staff member is required to teach and an Academic Staff member is required to perform Support Staff functions. The latter shows up in some of the early job descriptions of the Instructor. The former is the most common situation. We find technicians, secretaries, power-house employees required or seduced into teaching without either the salaries or protections (limited as they are) of the Academic contract. The recognition must protect both groups from this abuse.

The Union's recognitions clause would help prevent dilution of the bargaining unit by the practice of using employees of the Support Staff unit in a teaching or counselling role.

#### Exclusion of Part-time Teachers and Counsellors

The part-time situation is immensely confusing. We have ended up with "full time part-time", "part time full-time" along with other permutations and combinations of employees, designed to avoid the provisions of the collective agreement. These positions should be temporary positions, but we find part-time employees with many years of service none of which Management is prepared to count. We find special mileage rates for this group, well below contract rates. Moreover, there is yet another "undefined" group of temporary employees. Teaching more than six hours, they cannot be defined as part-time, yet hired for periods as short as a week or two they cannot be defined as sessional.

The exclusion of part-time must be based quite clearly on the amendment to the Colleges and Universities Act. At present the part-time employee is engaged to teach five hours or less. Colleges like St. Clair calculate the five hours as 300 minutes and thus obtain at least six 50-minute hours. The "hour" used to determine part-time or other status must be consistently the teaching hour of Article 4 of this Agreement.

### Exclusion on the Basis of a Sessional Contract

Nowhere are the abuses of an unethical Management more apparent than in the sessional area. Sessional contracts are used as the first year of probation to avoid the salaries, teaching loads, fringe benefits and vacations established by the contract. Many full-time employees now find that although they have been employed at a College for two years they have only one year of seniority, accrued pension and sick day credits. In addition, they may have had only one vacation in the period. The sessional contract is deliberately used to fill full-time, on-going job positions.

Now some of the Colleges have refined the process. Individuals are laid off for four months and a day, after each twelve-month "sessional contract". In this way, the individual has no hope of ever becoming a full-time employee. The "sessional area" presents three problems:

- a) the sessional contract is used to fill on-going, full-time positions that have become vacant.
- b) the sessional contract is deliberately used as a first year of probation.
- c) the sessional contract is used to avoid the restrictions of the collective agreement, and the benefits of the agreement.

Not only are the above practices abusive to the sessional employee but the practice now seems to deliberately reduce the numbers in the unit by replacing those resigning with sessionals. Consequently, in some areas such as nursing, sessional teachers out-number full-time teachers!

The recognition clause must prevent all these practices by clearly defining the sessional term so there is no doubt as to the employment of this individual and the time period over which he can be employed as sessional.

An interesting and perplexing blunder in this area should be noted. A careful reading of the Colleges and Universities Act reveals the following case: An employee is hired as a

"sessional" faculty member. After 6 months of continuous service he becomes an employee for the purposes of the legislation (see Section 1 (1)(g)(v) CECBA). Since he does not yet qualify for inclusion in the academic unit (see regulation to define units appropriate for bargaining in the College system), he is unmistakably included in the Support unit definition which attracts all employees other than stated exceptions. As soon as the employee completes 12 months within a period of 24 months, he qualifies under the Academic unit definition, and therefore is taken out of the Support unit after a 6-month sojourn. From a technical viewpoint such games of "musical bargaining units" are risible; from a practical viewpoint they add to the confusion in which Management's contract-busting tactics thrive. Further, there exists another group who are not part-time because they teach more than five hours and are not sessional because they do not have a sessional contract and are not full-time (i.e. Academic unit members) because the Colleges employ them on an hourly rate for varying periods of time. Are these people not after six months members of the Support unit, or are they excluded because they teach less than 24 hours? (See Support Staff contract.) Some Colleges have not been above using deliberate confusion to water down one unit at the expense of conditions imposed by the other.

#### Article 1 - Recognition

- 1.01 The Association is recognized as the exclusive collective bargaining agency for all Academic employees of the Colleges save and except those listed in Article 1.03.
- 1.02 For the purposes of this article, Academic employees shall include:
- a) teachers of physical education;
  - b) coaches of varsity and other athletic teams;
  - c) teachers or employees required to teach;
  - d) counsellors or employees required to counsel students;
  - e) librarians or those employees required to perform the role of librarian.

- 1.03      a) part-time teachers  
          b) part-time counsellors  
          c) part-time librarians  
          d) sessional teachers  
          e) sessional counsellors  
          f) sessional librarians  
          g) persons covered by the Support Staff agreement  
          h) employees in a managerial capacity relative to employees in the Academic unit.

NOTE A: Part-time in this context shall include those persons engaged to teach for less than six teaching hours per week or those engaged to act as counsellors or librarians for less than six hours per week.

NOTE B: Sessional in this context shall mean exclusively an appointment of not more than twelve months in any 24-month period to fill a position that has been vacated by reason of illness, leave of absence or sudden resignation by a full-time Academic employee, or for a specific non-recurring project approved by the Union. At no time may a sessional appointment be used to fill an on-going or new vacancy in teaching, counselling or librarian positions.

- 1.04      In the event a member of the Support unit is employed in part of his normal duties as a teacher, counsellor or librarian he shall be paid at the maximum for the part-time hourly rate, above and beyond his normal salary, for each hour so employed up to and including five hours. He shall become a member of the Academic unit if he is so employed for six hours or more.

- 1.05      No employee covered by the Academic contract shall be required to perform any duty normally performed by employees excluded from the Academic unit.

Assortment of Titles Used for Academic Employees in the Colleges

The following list is for example only; it is by no means complete:

Co-ordinator of Audio Visual  
Co-ordinator of Continuing Education  
Programme Co-ordinator  
Department Co-ordinator  
Divisional Co-ordinator  
Assistant Chairman--Department Head  
Supervisor of Department  
Subject Supervisor  
Supervisor  
Senior Supervisor  
Professional Development Officer  
Director of Instructor Education  
Principal (Assistant Chairman)  
Head of Technical Courses  
Lab Technician (Part Teaching)  
Principal  
Co-op Liaison Officer  
Community Liaison Officer  
Nurse/Counsellor  
Nurse/Teacher  
Nurse Teacher  
Reading/Writing Consultant  
Media Consultant  
Teaching Assistant  
Student Services Officer  
Media Advisor  
Director (Co-ordinator)  
Programme Director  
Programme Master  
Executive Assistant to the Chairman  
Course Director  
Assistant Course Director  
Athletic Director  
Director of Counselling  
Coach  
Director of Nursing Programme  
Director of Continuing Education  
Assistant to Registrar  
Community Life Director  
Director of Food Services Programme  
Director of Student Life  
Assistant Director of Student Life  
Athletic Co-ordinator  
Programme Developer  
Programme Director  
Senior Teacher  
Team Leader

It is worthy to note that:

- 1) There is no apparent way of cross-referencing these titles with a specific category referred to in the Agreement.
- 2) Some Colleges treat certain titles to be within the Academic unit, while others insist that the same title is excluded without any specified grounds.
- 3) It is impossible to obtain consistent descriptions for the same title within the same College.
- 4) The consistent application of salaries under a contract is made impossible by proliferation and switching of titles.

SUPPLEMENTARY MATERIAL

(generated since December 1974)

AND OTHER ODDS & ENDS

QA

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 -</u> <u>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:

September 1, 1974 - August 31, 1975

		Minimum	Maximum
Instructor	1530	\$ 7,862	\$ 14,261
Affiliate		8,709	15,846
Assistant		10,644	16,813
Associate		11,128	19,112
Master	2190	11,854	20,442
Librarian I	1352	10,198	13,948
Librarian II	2406	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)

SURVEY CLASS MEAN ANNUAL RATE

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

	LOW	MEAN	HIGH
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

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.

4. Although we recognize that the O.P.S. Librarian classification schedules differentiate Librarians' classification on the basis of the size of the libraries involved we do not accept the mere number of books stored therein as a valid indicator of the 'size' of a library. Our position is that if C.A.A.T. Libraries are to be compared to libraries in the O.P.S. system they must be compared to their closest counterparts, the Teachers' College Libraries, not the reference, technical and archival 'special' libraries of the Government Ministries. The recognition of the special educational services required and the size of the faculty and student body, rather than the number of volumes physically housed in the room, indicates that the government understands the special demands of an educationally oriented institution. This has been the C.A.A.T. Librarians' argument for some time. We hope that the Arbitration Board will extend this understanding of the College Librarians' educational function to the C.A.A.T. system. In comparing the O.P.S. and C.A.A.T. Librarian classifications it is obvious that the C.A.A.T. Branch Librarian, included in the C.A.A.T. Librarian I classification (not supervising any professional Librarians), is substantially parallel to the O.P.S. Librarian 3 in the small Teachers' College: ie. a Teachers' College having a teaching staff of fewer than 25 and an enrollment of fewer than 500 students. In fact many of the campuses at which these C.A.A.T. Librarians are employed are considerably larger than the 'small Teachers' College', having faculties of more than 50 and enrollments greater than 500 F.T.E.

Similarly, following the recognized educational emphasis of the O.P.S. classification of Teachers' College Librarians, the C.A.A.T. Librarian II parallels the O.P.S. Librarian 4. Functionally the O.P.S. Librarian 4 describes the duties and responsibilities of the C.A.A.T. Librarian II. Like the O.P.S. Librarian 4, the C.A.A.T. Librarian II is the first level to require supervisory responsibility over at least one full time Librarian.

Q. E. D.

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.

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.



Memo to: C.A.A.T. ACADEMIC LIBRARIANS

From: DAVID L. JONES,  
Librarian Consultant to the  
Academic Unit Bargaining Team

Date: March 19, 1975

SUBJECT: C.A.A.T. ACADEMIC ARBITRATION AWARD

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

C.A.A.T. Librarians' salary ranges resulting from this Award				
Appendix	1972-73	Sept. 1973	Sept. 1974	Mar. 1975
Level				
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
				July 1974 was \$11.98

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.

# 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

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 Chargin'."

*"Is it not obvious even to the male-dominated ministry that something should be done?"—*

*Margaret Campbell, MPP*

root 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-

## IPLQ Quarterly

Volume 16, Number 3  
January, 1975

### 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 3\*, 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 (84% 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.† If 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 them 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 the 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 only themselves for the present situation: one picket line is worth a thousand workshops.

The CAAT librarians (numbering 65), although at a great 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 a 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. It 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 only predominantly 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.



THE CIVIL SERVICE ASSOCIATION OF ONTARIO (INC.)

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

EXCERPT FROM A MEMO from D. L. Jones (Librarian Consultant to the Union Bargaining Team) to C.A.A.T. Librarians just prior to the breakdown of negotiations and the commencement of the Arbitration procedures.  
(August 15, 1975)

LIBRARIANS

The positions of the two sides in regards to Librarians are as follows.

In response to the need for a restructuring of the salary levels for Librarians to make them more equitable to those of Teachers and Counsellors in the Colleges, and to Librarians in other jurisdictions, the Council of Regents is proposing only a token extra increase of \$400 effective January 1975. This would put the January 1975 starting salary for C.A.A.T. Librarians approximately equal to the July 1973 starting level of Ontario Public Service Librarians and still over \$1,000 less than the current (July 1974) O.P.S. level.

This should not be interpreted to indicate that the O.P.S. Librarians' salary levels are extraordinarily generous; the Toronto Public Library system's beginning salary in January 1975 will be \$1,500 higher than that proposed for C.A.A.T.s. Also, in spite of the \$400 increase, the discrepancy between the Librarians' maximum salary and that of the Teachers and Counsellors, will actually INCREASE by 6%.

The C.S.A.O.'s position, on the other hand, embraces the belief that Librarians deserve treatment that reflects their key educational function in the Colleges - a role as important and demanding as that of Teachers and Counsellors. Although we as Librarians, feel that in view of the professional Librarian's educational and professional background, the Librarians' salaries should be equal to those of similarly-qualified Teachers (the Master range) the process of collective bargaining, particularly in regards to the improvement of depressed areas, requires compromises to work one's way forward. The C.S.A.O. position is that the Librarians' salary ranges should be equivalent to that of the Associate Master (the second highest teaching range). Not only does this parallel the Librarians' range to that of one of the Teacher ranges, it is an achievable demand. The proposed starting salaries for Librarians, \$10,100 for 1973/74 and \$11,300 for 1974/75 are well within the range of many public libraries and within a couple of hundred dollars of those in the O.P.S. Really this is quite a reasonable demand and one that the Government has no justification for rejecting.

The strength of the C.S.A.O.'s commitment to this up-grading to faculty "status" salary for Librarians is shown in the C.S.A.O.'s proposal to finance the added costs of the up-graded salaries by re-directing 0.25% of the 10.25% across-the-board increase to the Librarians for this purpose. The 0.25% would more than cover the costs of the salary adjustment.

Once the classification becomes negotiable and proposed classification structures for Teachers, Librarians and Counsellors can be discussed, a closer paralleling of these three closely-related groups of educational facilitators will become possible. However, with the current bargaining conditions and restrictions, the present demands represent an optimum in that they fulfil the following critical criteria:

- A) provide the Librarians with both recognition of the equivalence of the educational roles of Librarians, Teachers and Counsellors, and with salary ranges competitive with those for Librarians in other jurisdictions.
- B) are achievable demands which can and will be difficult, if not impossible, for the Government to refute, in view of our data and research.