

The Polytechnic Librarian

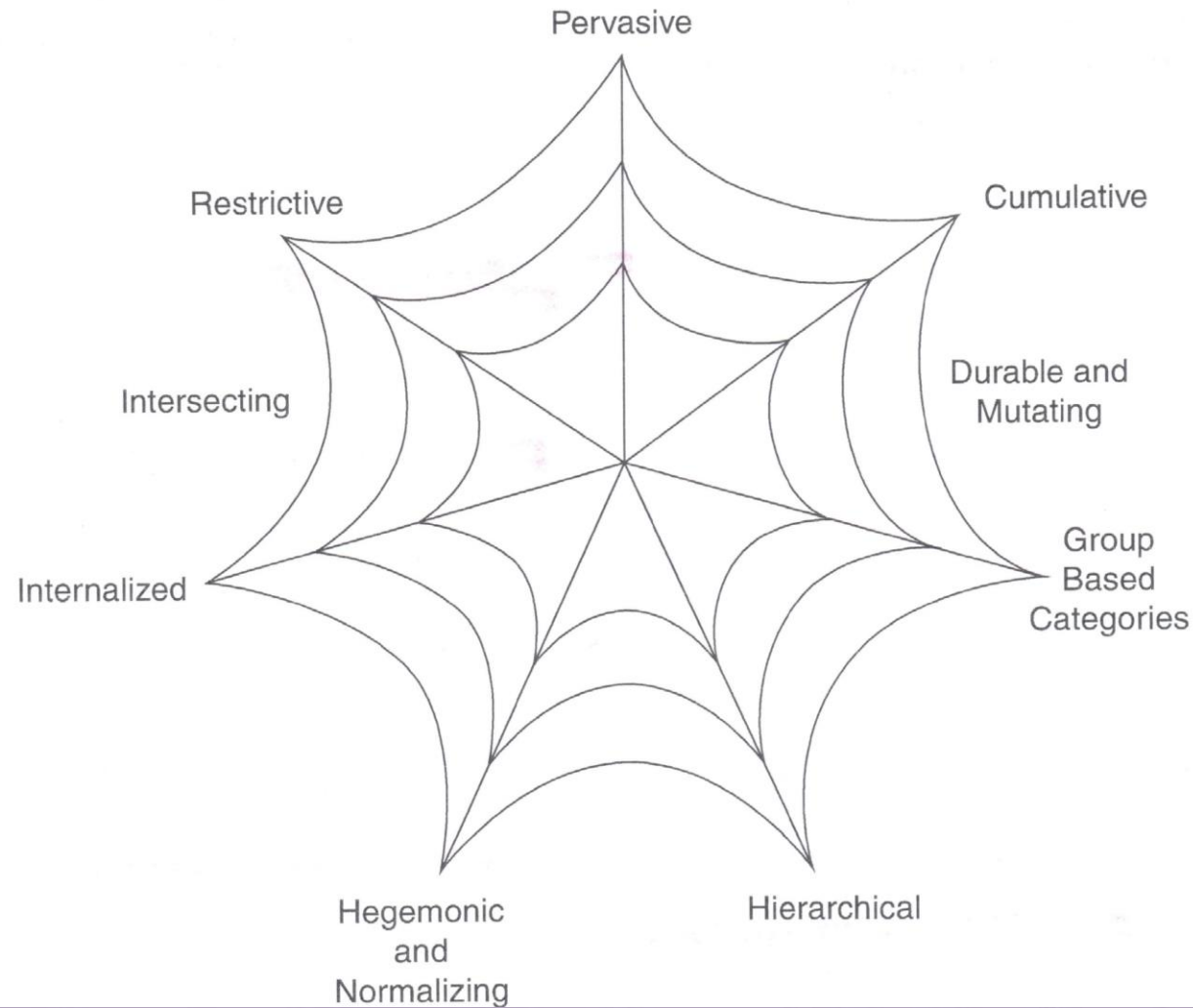
A Minority Voice in Canadian Academic Librarianship

Jennifer Shrubsole

Saskatchewan Polytechnic



Features of oppression



(Bell 2016, 5)

Two notes

- Education is not neutral – it is acculturation (Maracle 2017; Sterzuk 2009; Meyer and Land 2003)
- Oppression can be difficult to see, especially to the privileged group (St. Denis and McLean 2018; Bell 2016)

Our mission this morning

“Deconstructing the binaries and recognizing the individual and social complexities and variety they hide can be an important tool for change.”

(Bell 2016, 17)

A cautionary note or two

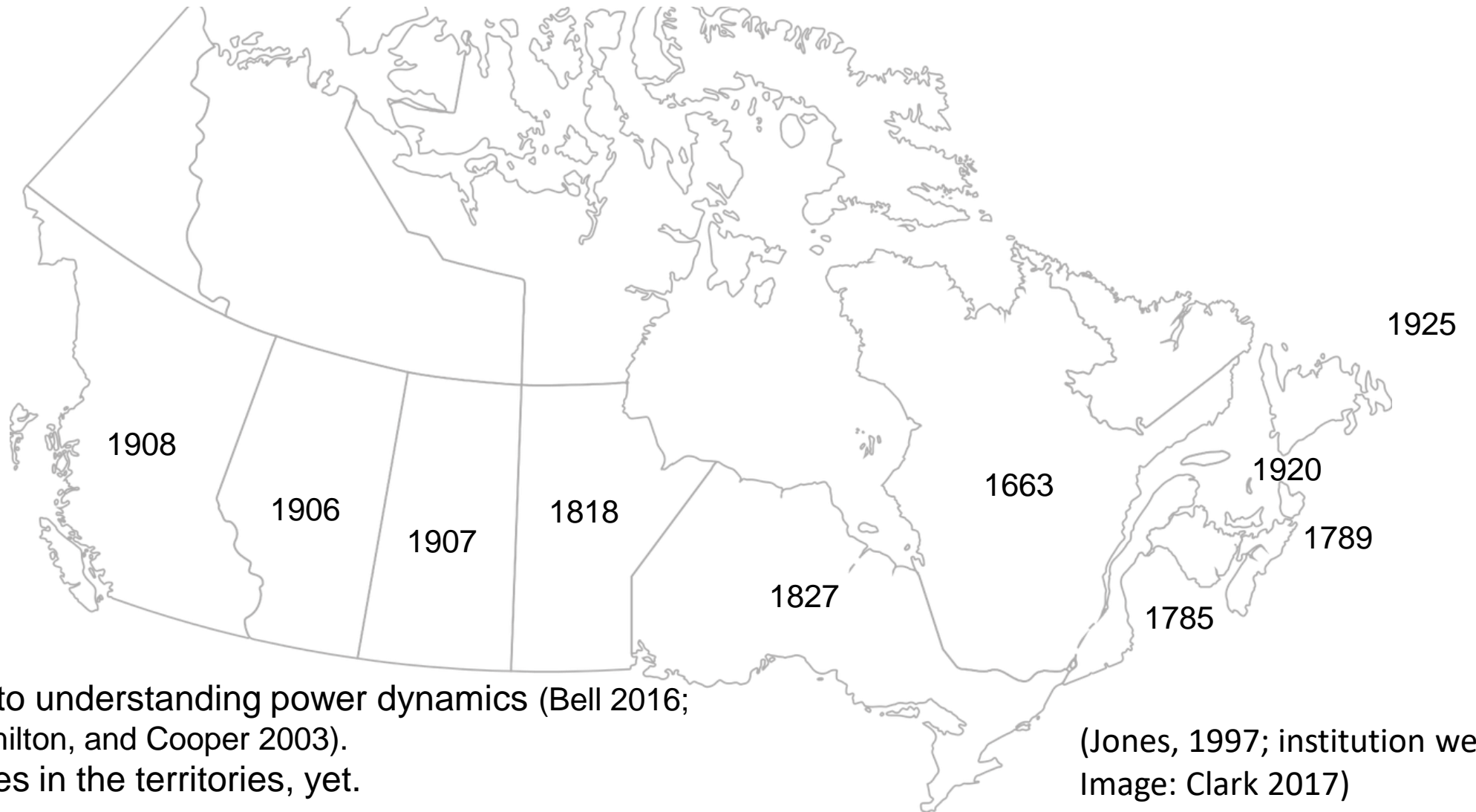
“In actual practice, neither individual identities nor social groups are homogeneous or stable.”

(Bell 2016, 9)

“When people are judged as out-group members, they are seen as overly homogeneous, while in-group members tend to be seen as more heterogeneous than average.”

(Mannix and Neal 2005, 41)

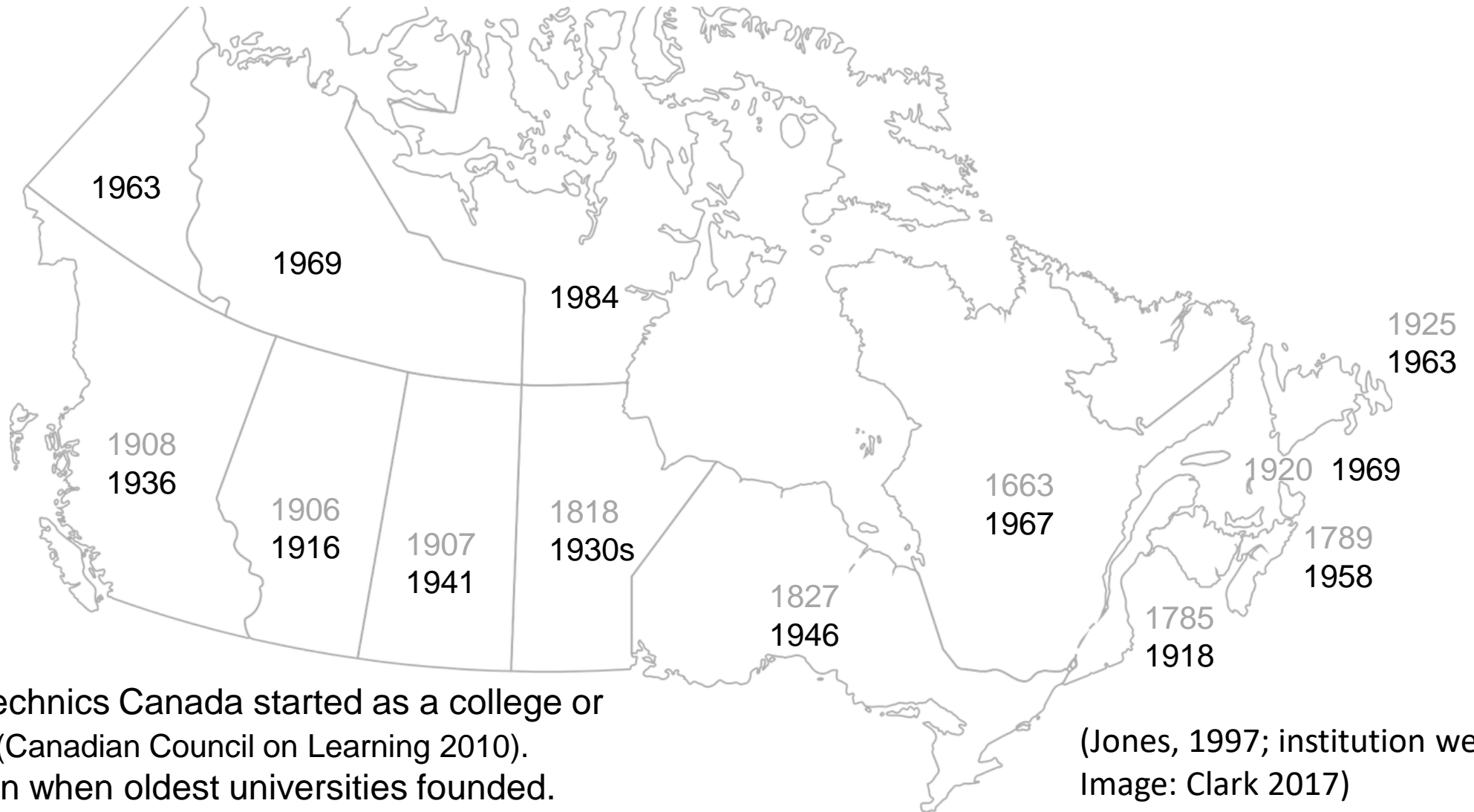
Start of oldest public university



History important to understanding power dynamics (Bell 2016; Torres, Howard-Hamilton, and Cooper 2003).
Note no universities in the territories, yet.

(Jones, 1997; institution websites.
Image: Clark 2017)

Start of oldest public college or technical institute



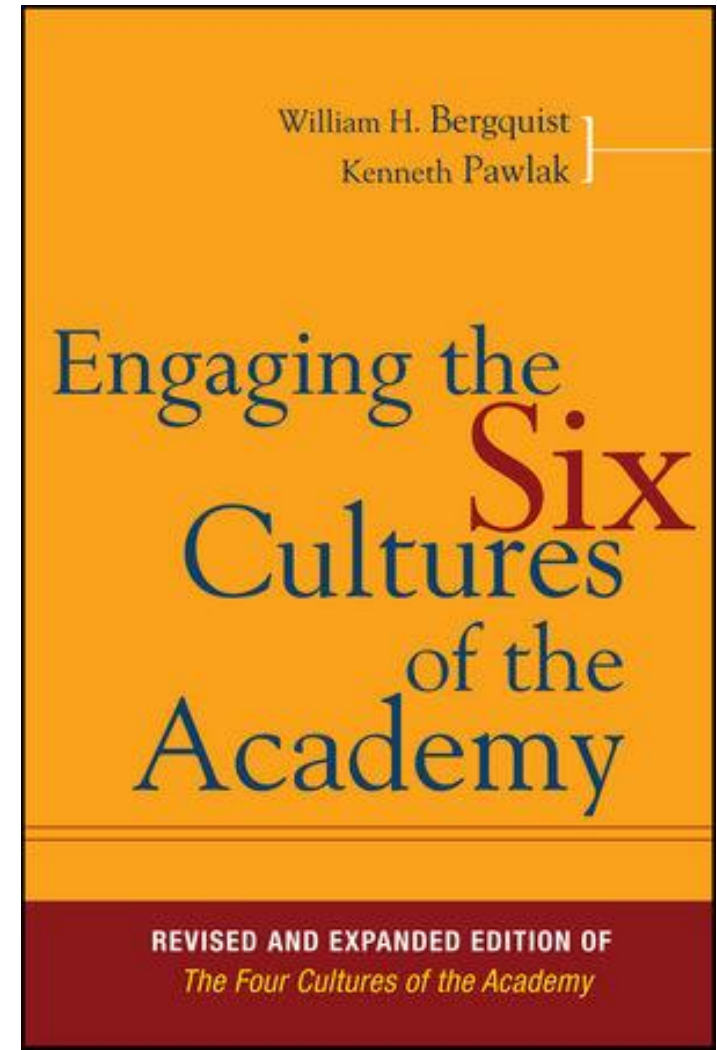
Members of Polytechnics Canada started as a college or technical institute (Canadian Council on Learning 2010).
Different world than when oldest universities founded.

(Jones, 1997; institution websites.
Image: Clark 2017)

Academic cultures

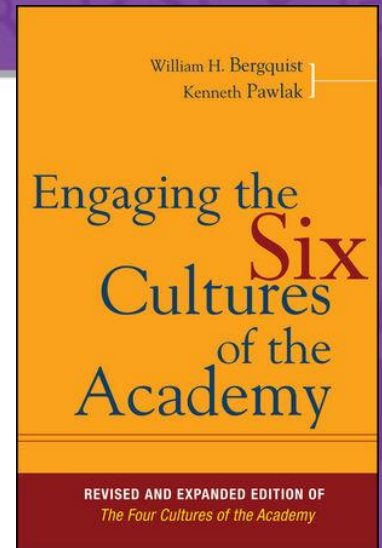
- Particular institution has more than 1 culture
- Will look at 3 key cultures

(Bergquist and Pawlak 2008)



Collegial culture

- Colonial influences: English (US), Scottish (Canada)
- German research universities
 - “Workshop of free scientific research”
 - Autonomous faculty are dominant in governance
 - Emphasize discipline and work of faculty, not education of students
 - Producing more researchers and scholars in field of study
- Other hallmarks
 - “Values and perspectives that are decidedly male-oriented” – e.g. competition
 - Leadership does relatively little administrative work (liberal arts excepted)
 - “Can readily broaden internal and external scope of operations”



Collegial culture

Finds meaning primarily in the disciplines represented by the faculty in the institution; that values faculty research and scholarship and the quasi-political governance processes of the faculty; that holds assumptions about the dominance of rationality in the institution; and that conceives of the institution's enterprise as the generation, interpretation, and dissemination of knowledge and as the development of specific values and qualities of character among young men and women who are future leaders of our society.

(Bergquist and Pawlak 2008, 15)

Managerial culture

Finds meaning primarily in the organization, implementation, and evaluation of work that is directed toward specified goals and purposes; that values fiscal responsibility and effective supervisory skills; that holds assumptions about the capacity of the institution to define and measure its goals and objectives clearly; and that conceives of the institution's enterprise as the inculcation of specific knowledge, skills, and attitudes in students so that they might become successful and responsible citizens.

(Bergquist and Pawlak 2008, 43)

Managerial culture

- Influences: Catholic PSE, extending primary and secondary education
- Stress on instruction over scholarship or research (undergraduates)
- Serving “underserved and disadvantaged” for social mobility
- Often no faculty governance – governance by administrators
- Can clearly specify educational outcomes and criteria for judging performance
- Separates instructional design and the act of teaching
- “Often teach using instructional materials prepared by other people”
- “Administrators expected to be efficient and effective managers of people and money”

Advocacy culture

- From collective bargaining and community colleges
- Anything involving educational programs and priorities is negotiable
 - Including academic freedom
- Emphasis on collaboration, such as service learning
- Use new means to increase institutional accountability
 - Embraces performance funding
 - Outcome measure of quality for effect on actual work being done

The three cultures

- Collegial culture from a traditional university origin
- Managerial culture may be dominant in colleges and technical institutes
 - From origins of the institutions, and society then they were started
 - Also found in universities
- Advocacy culture also found in colleges and technical institutes

(Bergquist and Pawlak 2008)

Governance

“As academic staff, librarians have both a right and a duty to participate in collegial governance of the academic institution. ... All librarians should be members of a library council. The library council should be responsible in turn to the institution’s senior academic body or its equivalent.”

CAUT Academic Status and Governance for Librarians at Canadian Universities and Colleges (2010)

[Colleges]: Not the same autonomy and governance as universities

(Hogan and Trotter 2013; Canadian Council on Learning 2010)

Canadian academic libraries?

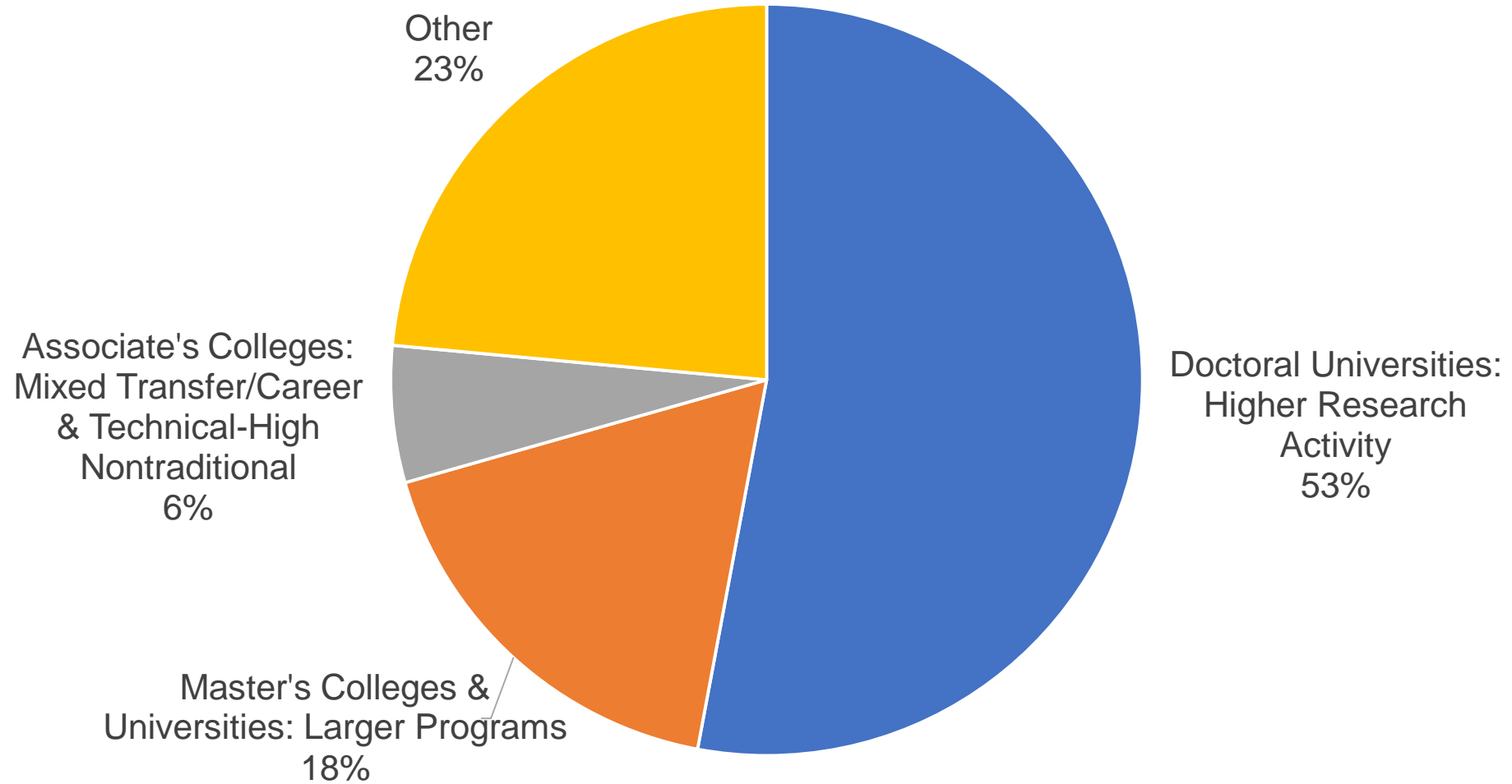
Transforming Roles: Canadian Academic Librarians Embedded in Faculty Research Projects

CARL institutions have been instrumental in supporting the researcher role among academic librarians through programs such as the annual Librarians' Research Institute and the CARL Research in Librarianship Grant. ...In the fall of 2013, we interviewed our eight participants, all of whom were academic librarians from CARL libraries across Canada.

(Bedi and Walde 2017)

Not representative. Polytechnics do applied research (Luke 2013)

ACRL ILC SHE Task Force members



ACRL ILCSHE Task Force

- Other = organizations, one that focuses on universities
- Framework is heavy on academic information literacy
- Workplace information literacy is different from academic information literacy (Head et al. 2013; Bird et al. 2012; Lloyd 2011; Fafeita 2006; Bruce 1999)
- Is an academic-heavy framework applicable to colleges that focus on preparation for the workplace?

Academic freedom

“CAPAL/ACBAP believes that academic freedom is a quintessential right and core responsibility of all professional academic librarians who work in academic communities. ... Academic freedom is the guiding principle, the ‘very essence’ of what constitutes the work of professional academic librarians.”

CAPAL Statement on Academic Freedom for Professional Academic Librarians (2016)

Academic freedom and tenure go hand in hand. Tenure is traditional to the university environment (Bergquist and Pawlak 2008).

College & Research Libraries 2016-2018



Analysis of keywords in articles. Note prominence of terms related to the collegial culture (universities).

Privileging of communication methods

“Most of gray literature is considered less prestigious, reliable, and ‘official’ than publication in a peer-reviewed journal. But they are still fully legitimate avenues of publication.”



CORNELL UNIVERSITY LIBRARY

[Cornell](#) / [LibGuides](#) / [Gray Literature](#) / [Gray Literature](#)

Gray Literature: Gray Literature

Types of non-formally published scholarly literature

Gray literature is the general name for non-formally published scholarly or substantive information (of sciences) such as:

- [theses and dissertations](#)
- [technical reports](#)

(Andrews 2017)

Privileging of communication methods

- Oratory not valued as highly as written word (St. Denis and McLean 2018; Loyer, Vanderwerff, and Bowler 2017; Maracle 2017)
- But not all forms of written word valued the same (see above)
- Workplace information literacy more likely to use gray literature than peer-reviewed articles (Head et al. 2013; Bird et al. 2012)

Librarians in Canada's Universities & Colleges

State of the Profession 2000–2014

Colleges / Collèges

ONTARIO COLLEGES OF APPLIED ARTS AND TECHNOLOGY (OPSEU)	
ASSOCIATION OF COLLEGES AND INSTITUTES FACULTY ASSOCIATIONS (ACIFA)	
ALBERTA COLLEGE OF ART AND DESIGN.....	
GRANDE PRAIRIE REGIONAL COLLEGE	
GRANT MAC EWAN UNIVERSITY	
LAKELAND COLLEGE	
MOUNT ROYAL UNIVERSITY.....	
SOUTH ALBERTA INSTITUTE OF TECHNOLOGY	
FEDERATION OF POST-SECONDARY EDUCATORS OF BC (FPSE)	
CAPILANO UNIVERSITY	
EMILY CARR UNIVERSITY	
UNIVERSITY OF THE FRASER VALLEY	
KWANTLEN POLYTECHNIC UNIVERSITY	
LANGARA COLLEGE.....	
COLLEGE OF NEW CALEDONIA.....	
NORTHWEST COMMUNITY COLLEGE	
OKANAGAN COLLEGE	
COLLEGE OF THE ROCKIES.....	
SELKIRK COLLEGE	
THOMPSON RIVERS UNIVERSITY.....	
VANCOUVER COMMUNITY COLLEGE.....	

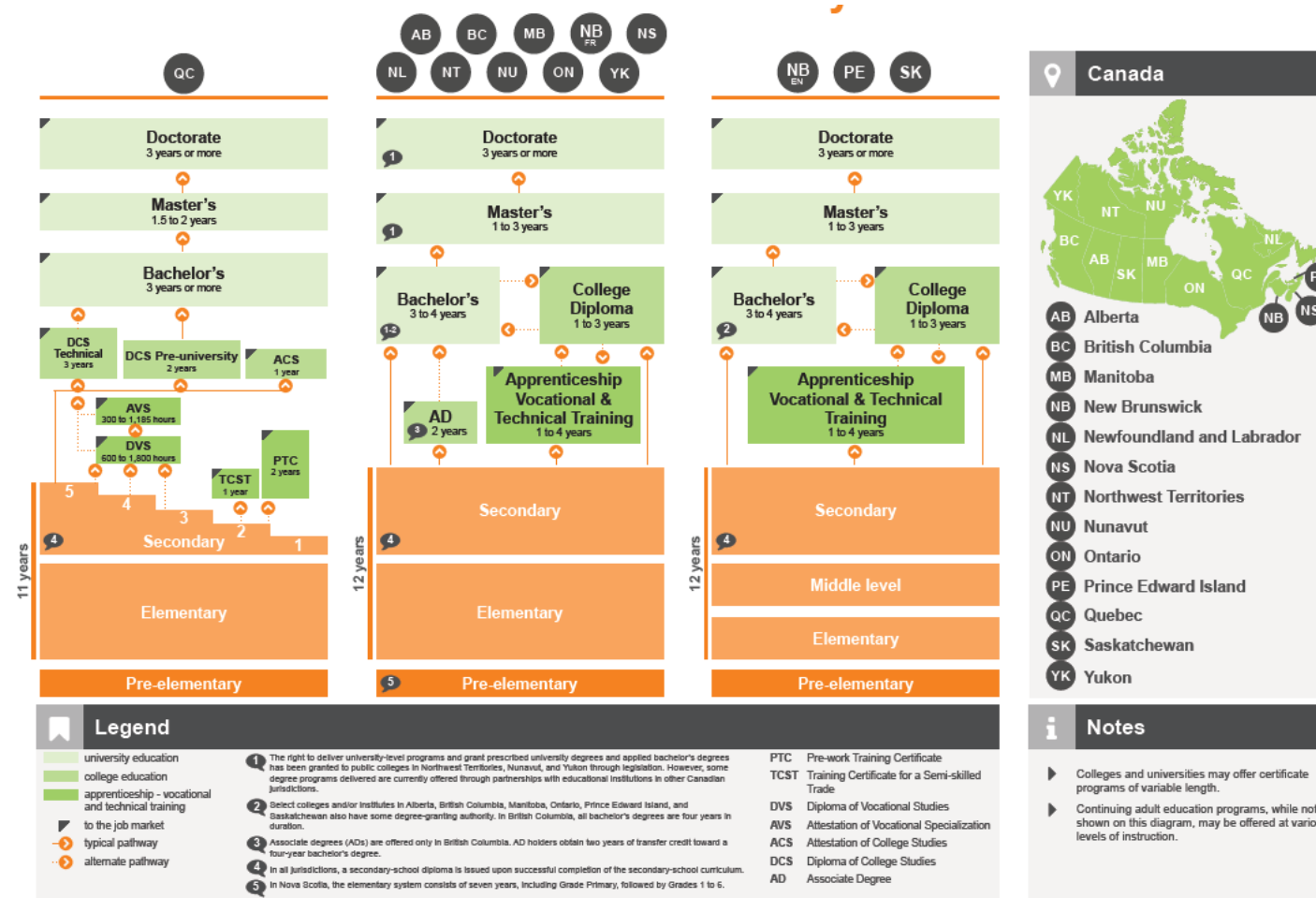
- Based on the LSASS
- LSASS missing many colleges, including unique Québec CEGEPs
- Non- or under-representation of colleges and technical institutes

(Canadian Association of University Teachers 2017; Canadian Association of University Teachers 2015)

Canada's PSE system

- Library literature often divides into universities and colleges
(Revitt, Schrader, and Kaufman 2016; Canadian Association of University Teachers 2015; Julien, Tan, and Merillat 2013)
- This dichotomy has not existed for about 20 years

Canada's education systems



- No simple dichotomy here (focus on credentials)
- Very much depends on the province (nothing national)

Categorizing Canadian PSE institutions

Not simple!

Provider types and sub-types

University and degree-granting

Primarily undergraduate
Medical doctoral
Comprehensive
Special purpose (1)

College and institute

Degree-granting college and institute
Special purpose (2)
Multi-purpose

Career college

Degree-granting career college
Special purpose (3)
Multi-purpose

Apprenticeship

Adult education

Art
Language
Medical/Health
Professional
Other
Immigration centres
Literacy, upgrading and second language
Native friendship centres
School board adult education

Consortium

Special purpose sub-types

(1) University and degree-granting

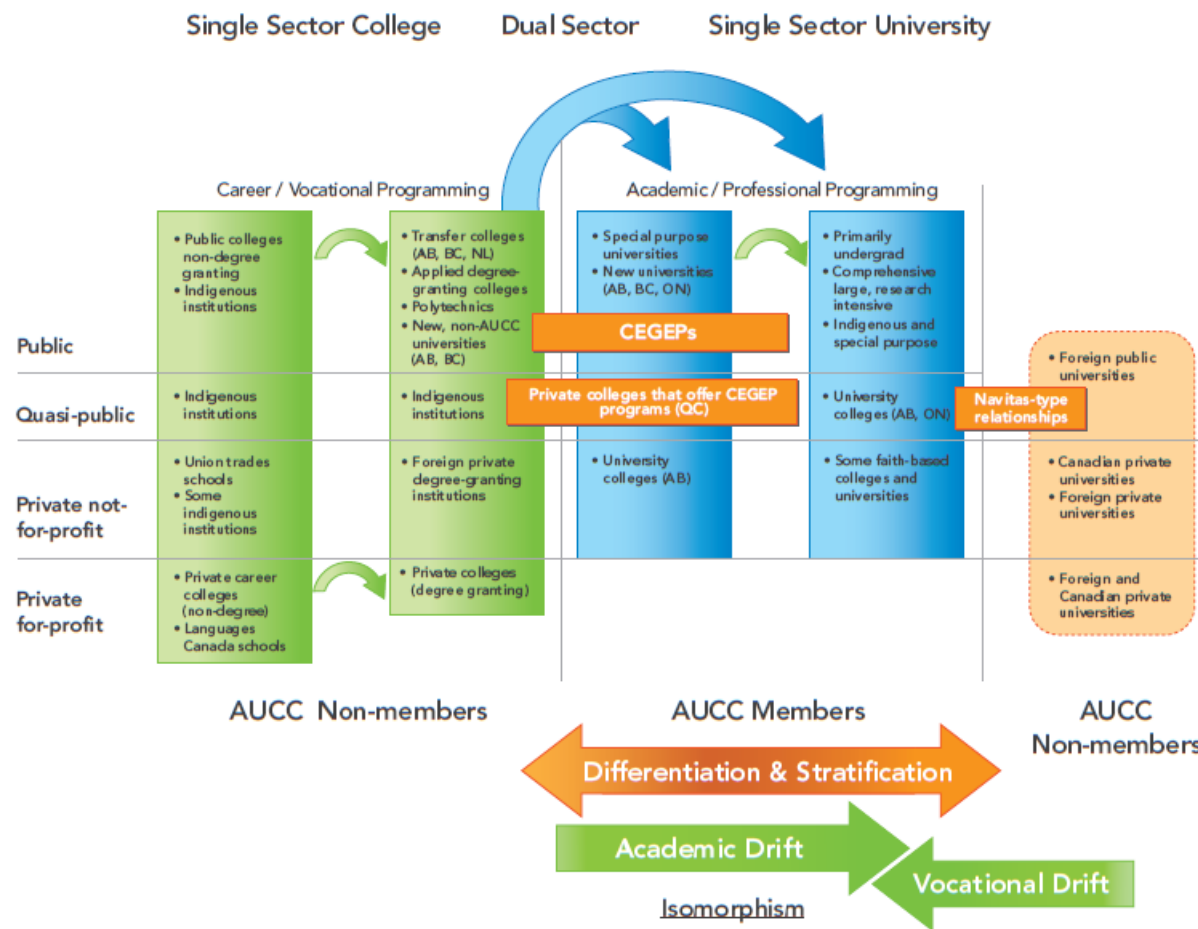
Business and technical
Religious and theological
Fine arts
Medical/Health

(2) College and institute

Business
Language
Medical/Health
Technical and trade
Computer-related
Marine and fisheries
Protection
Other
Fine arts
Religious and theological

(3) Career college

Business
Fine arts
Medical/Health
Technical and trade
Computer-related
Flight
Personal care
Other
Commercial driver training
Language
Protection



(Orton 2009, 17)

(Canadian Council on Learning 2010, 40)

Polytechnics Canada



- Publicly-funded college or institute of technology
- Technical, technological, vocational and professional training programs
- Wide range of advanced education credentials, including four-year Bachelor's degrees and post-graduate credentials (even Master's)
- Experiential learning
- Close partnership with industry
- Applied research

(Polytechnics Canada 2015)

How do you answer? None apply exactly

1. Your library is associated with a:

- ☐ college or technical institute
- ☐ university
- ☐ other, (please state) _____

12. On what group(s) does your instructional program focus? (check all that apply)

- ☐ first year students
- ☐ adult re-entry students
- ☐ undergraduates in certain subject disciplines
- ☐ postgraduate students
- ☐ teaching staff (faculty)
- ☐ other, please specify _____

5. Select the institution type

Response

C

CEGEP

College

University

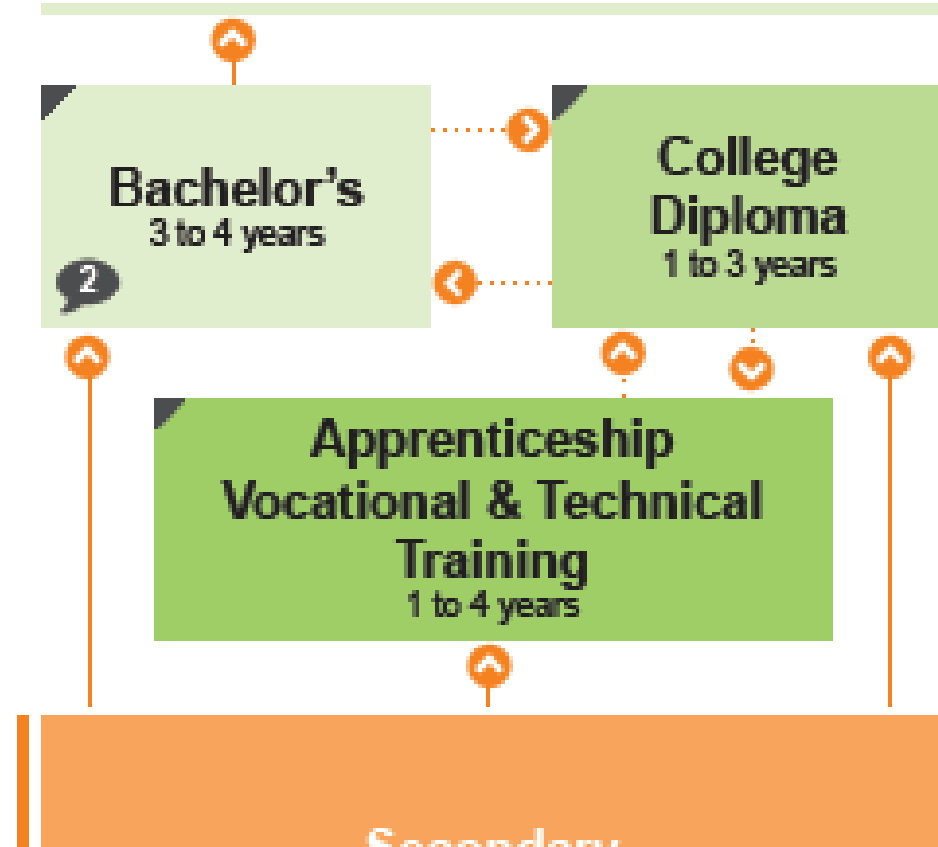
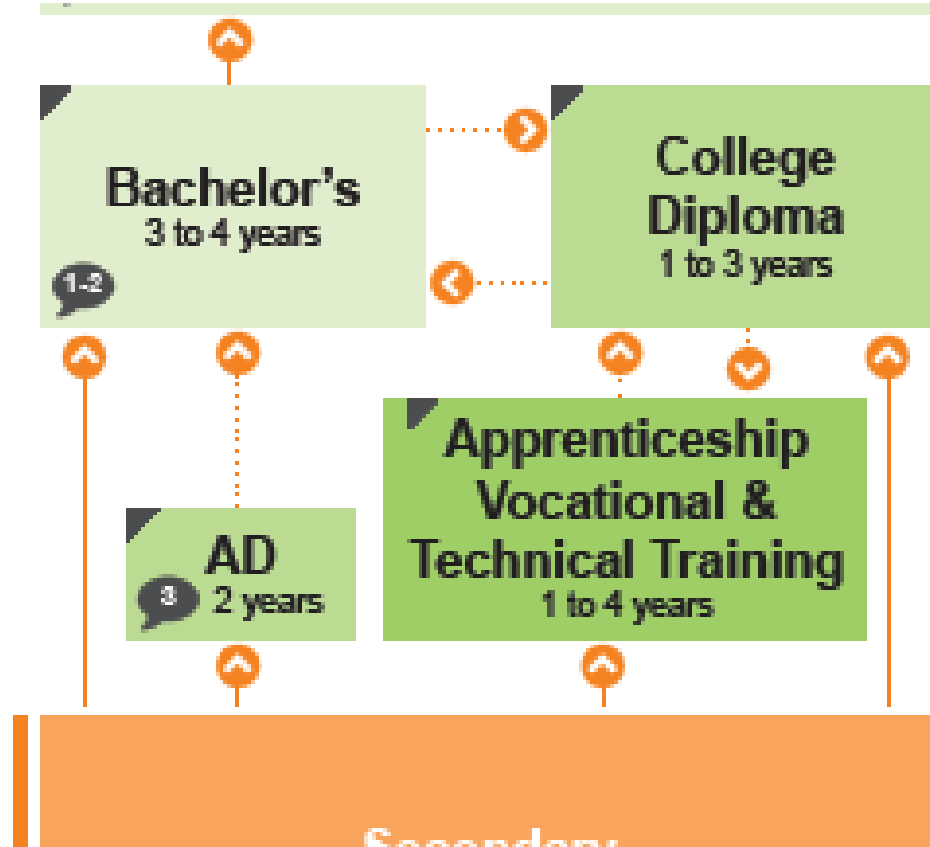
Other* (please specify if you wish)

What type of organization best describes your work setting?

- ☐ Two-year/technical
- ☐ Four-year/baccalaureate
- ☐ Comprehensive (undergraduate/graduate)
- ☐ University (large research/doctoral granting)
- ☐ Independent research library
- ☐ Information-related organization
- ☐ Graduate school of library/information science
- ☒ Other, please specify:

(ACRL 2018; Revitt, Schrader, and Kaufman 2016; Julien, Tan, and Merrillat 2013)

Pathways



(CICIC and CMEC 2016)

- College may have learners directly from high school, those with graduate degrees, those from workforce, first-generation, etc. all in the same class.
- Differentiation of learning and teaching important, but not often discussed in library literature.

College students

More likely than university students to

- Be first-generation
- Come from a lower socio-economic background
- Have a disability
- Come from a rural area
- Commute
- Not be interested in extracurricular events
- Have other obligations, like family or work

(Academica Group 2018; Dooley, Payne, and Robb 2016; Skinkle and Glennie 2016; Michalowski 2010; Berger and Parkin 2009; Bergquist and Pawlak 2008; Mulvihill 2005)

Diversity

Libraries strive to deliver inclusive service. Canada's libraries recognize and energetically affirm the dignity of those they serve, regardless of heritage, education, beliefs, race, religion, gender, age, sexual orientation, gender identity, physical or mental capabilities, or income.

(CFLA 2017)

Where to go from here?

“Should examine ... assumptions, biases, and privileges ...

Such self-reflection will help you discover and understand those frameworks you use in both the consideration and the application of theory.”

(Howard-Hamilton 2007, 18)

Challenges

- How has acculturation influenced your values of and beliefs about education, its purpose(s), types of educational institutions, and a particular type of education?
- Have you created any hierarchies within education? Within librarianship?
- Do your practices serve to reinforce hegemonies (e.g. Open access journals for *university* student writing)
- Where can you form partnerships with college libraries and librarians?

Images

Andrews, Camille. 2017. "Gray Literature: Gray Literature." Cornell University Library.

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Jennifer Shrubsole

jennifer.shrubsole@saskpolytech.ca

