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Cataloging as a Tool for Outreach - Bringing Campus Collections Together

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Cataloging as a Tool for Outreach

Bringing Campus Collections Together

Clemson University Libraries

Tillman Education Media Center Cataloging Project
Tillman Hall
Home of the Eugene T. Moore School of Education

Photo by Bobby Hollandsworth
The Beginning

- Proposed by graduate assistant in charge of Tillman Hall Media Center. She was a librarian and saw the importance of cataloging and classifying the collection to make it more accessible.

- Some facts about the collection:
  - Monographs: 12,022
  - Periodicals: 40 titles
  - Media: 639
  - Games, realia, and manipulables: 1,143
  - Rich in textbook materials; also a review point for new textbooks being considered by the local schools.
The Beginning

- Planning meeting with Unit Heads of Systems, Circulation, Reference and Cataloging, Dec. 2006
  - Major factor: an open, currently circulating collection
    - Could not bring items to the library to catalog
  - Using a database/library system called Alexandria
    - Database structure did not allow for detailed cataloging information
    - Existing data was not very useful; materials were classified roughly by subject area (ENG, SCI, HIST, for example)
So why do the project?

- Good way to leverage the skills of catalogers
- Special expertise to offer in educational materials cataloging
- From my email to the unit, Feb. 2007:

  “There are some benefits to this for the betterment of the University as a whole. Our catalog would be a broader and better resource for having done this. We would make a major contribution towards making this collection accessible to anyone who searches our catalog, particularly teachers and parents.”
Planning

- Head of Cataloging wrote a proposal, which included:
  - Number of personnel projected to work
  - Equipment and workspace needs
  - Timeline
    - Based on a mathematical formula (no. of books cataloged by each person per hour x number of hours spent at center).
Negotiating

• The Dean of Libraries met with the Director of the School of Education to hammer out the details:
  ◦ We would provide the cataloging, if they agreed to make call number labels for the items
  ◦ They would provide the workspace in Tillman and computers; we would provide barcode readers.
• An agreement was reached!
Implementation

And so it begins…

- Equipment provided by the School of Education
  - 4 MacBook laptops (with Windows and worked with the University’s wireless network)
  - IT personnel from both the Libraries and School of Education worked together to get the III Millennium system client and OCLC installed on MacBooks

- Work space
  - Media Center staff set up a work area to accommodate 4 people
  - Worked with School of Education staff for our access to the facility from 7 am to 6 pm

- Orientation for staff, summer 2007
  - Staff meeting at the Media Center
    - See the work space
    - Meet Media Center employees
    - Q & A session about the project with staff
Workspace @ Tillman Media Center
Implementation

Scheduling

- Original plan was to have staff split their time 50/50 between the Media Center & Cooper Library each day
- A staggered A/B schedule created where everyone worked an equivalent of 5 days over 2 weeks. This allowed us to accommodate employee preferences.
Implementation

- Millennium system set-up
  - Location codes
  - Record templates for item and holdings records
  - Arranging for scoping of materials into a location specific scope
  - Resolving barcode problems
    - Tillman’s barcode numbers were shorter than ours; the system accepts them but we get an error message
Implementation

Training

- In using Macs, accessing Windows
- For some staff: how to create an item record in Millennium. All items in the collection were already barcoded
- Media Center staff were trained to use Millennium for creating spine labels
Implementation

General workflow

- Materials were selected by Media Center staff and put on shelves for us to work on
- Staff would pre-search in OCLC and load records
- Staff would catalog if they could at the point of searching and loading records.
- Problem records, added copies, and original cataloging were put aside for a supervisor

…The project begins…
Monographs Cataloging
Monographs Cataloging

- Search in the Millennium catalog for duplicate Cooper Library records
  - If record found, put piece on the “Add” shelves
  - Duplicate textbooks, workbooks, etc. placed on the “Review” shelf for Media Center staff
  - Damaged materials placed on the “review” shelf for Media Center staff
- Search in OCLC for records
  - Separate monographs requiring original cataloging
  - Separate monographs needing special attention (call number, subject headings, etc.)
- Catalog LC and non-DLC monographs
  - Juvenile fiction and non-fiction
  - Foreign language textbooks
  - Other types of textbooks (Science, History, Mathematics, etc.)
  - Add barcode and an item record
- Place cataloged monographs on a shelf for final processing
Monographs Cataloging

- Bibliographic record troubleshooting
  - Call numbers, item records, holdings, and other bibliographic information needing review
- Add holdings information for multipart items and monographic sets (i.e. student workbooks)
Serials and Adds
Serials and Adds

- Planned division of labor
  - Original and copy cataloging – Serials Cataloger
  - Adds processing – Serials Assistant
Serials

- **Periodical-type serials**
  - Gifts, not active subscriptions
  - Not to be bound
  - Barcode issues
  - Holdings records
  - Checkin cards
Serials

• Book-like serials
  ◦ Previously barcoded
  ◦ Create holdings records with holdings statements
Adds

- What are “adds”?
- Added copies/volumes of serials and monographs
Serials and adds

Challenges

- Little original/copy cataloging, many – many!! – adds; had to adjust division of labor
- Many adds were state documents, requiring assignment of an LC call number
- Sometimes “adds” are actually different editions, require cataloging
Special Formats Cataloging
Special formats in collection

- Piece counts originally reported by the Media Center:
  - 363 videos
  - 276 CD-ROMs
  - 1,143 kits and manipulatives
- 21 formats, 14 general material designations!
Most frequently encountered

<table>
<thead>
<tr>
<th>Item</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>CD-ROM</td>
<td>261</td>
</tr>
<tr>
<td>VHS/DVD</td>
<td>228</td>
</tr>
<tr>
<td>Big book</td>
<td>142 (surprise)</td>
</tr>
<tr>
<td>Game</td>
<td>126</td>
</tr>
<tr>
<td>Kit</td>
<td>68</td>
</tr>
<tr>
<td>Realia</td>
<td>57</td>
</tr>
<tr>
<td>Score</td>
<td>47 (counted as monograph)</td>
</tr>
<tr>
<td>Map</td>
<td>14 (discovered)</td>
</tr>
</tbody>
</table>
How the work was divided

◦ Special Formats Cataloger: initial work in each format; original cataloging (21% of total); other formats (54% work share)

◦ Special Formats Cataloging Technical Assistant: copy cataloging in three formats (videorecordings, CD-ROMs, big books) (46% work share)
Order of “attack”

1. Video recordings: most familiar format, most frequently used (3 months)
2. CD-ROMs: next most familiar format (2 ½ months)
3. While assistant was working on videos and CD-ROMs, I explored the “attic”
4. When assistant finished CD-ROMs, I delegated big books to her (2 ½ months)
5. When assistant finished big books, she returned to customary duties
6. I continue, “mopping” up in the kits area
Challenges encountered

- Age of some materials/condition
- Choices in OCLC (sometimes too many!)
- Completeness. Some isolated or misplaced items could be reunited with the rest of the resource
Challenges encountered

- Classification/shelving of kits, etc.
  What works for book-like media will not be as effective for irregular-sized resources. Yet to be addressed, but will probably be a combination of subject/theme/curriculum area and configuration of containers.

- Copyright of videos taped off-broadcast
  Often donated, the fair-use time for these tapes had long expired. Work with media center personnel to understand and apply copyright law.
Challenges encountered

- Whole/part dilemmas
  - Related to completeness. If we only have one of several units in hand, do we catalog the whole or the parts?

- Original cataloging--submit to OCLC or local only?

  If the item lacked distinctiveness (lack of publisher, distributor, creator) or if resource was incomplete, entered record into local catalog only.
Number of items cataloged to date: 7808

Outcomes
The Positives

- Employees have been able to use their skills to catalog interesting materials. Includes name authority work for the NACO program.
- It increased our visibility on campus and promoted a positive image of the library and its employees.
  - We have had requests from 2 other academic departments/university units to work on their collections.
The Challenges

- Revolving leadership at the Media Center
  - We have had 3 different graduate assistants since the start of the project (and only one who was a librarian)
- A plan is just a plan; need to stay flexible
- Massive amount of material to catalog and the effect of an ongoing project on staff morale
- The “formula” used in setting up the timeline did not work as effectively as hoped, again, flexibility is essential
The Final Verdict: It’s worth doing!
Contact Us

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