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CONTENTS

Team Leader, Cooperative Cataloging Team
LC Conference 2000 Action Plan Forum in Boston
LC Partnerships Provide Education Resources in Cataloging
Webcast Now Available Describing "Web Cataloging Assistant"
Publishers Summary Project

TEAM LEADER, COOPERATIVE CATALOGING TEAM

The Library of Congress is pleased to announce the permanent appointment of Anthony R. D. Franks to the position of team leader, Cooperative Cataloging Team. Franks is already familiar to many participants in the Program for Cooperative Cataloging (PCC) from his years of work on the team.

He has been active as a NACO and SACO trainer and reviewer. His commitment to the PCC has involved extensive tours through the U.S. and Europe to conduct training and information sessions, as well as articles on international participation in the program. He has also been active in ALA special interest sessions and in PCC task groups.

Franks looks forward to working within the Library of Congress, the PCC, and with interested parties in the information profession for the expansion of quality access to information resources through current and projected PCC training programs. He also hopes to see the full realization of the PCC's potential as a fully cooperative environment.

Franks is a graduate of Georgetown University with an M.A. in medieval studies from Catholic University of America. During his Catholic University career, he served as a graduate student member of the university's Board of Trustees. Several years as a reference librarian and cataloger at the Folger Shakespeare Library led him to return to Catholic University of America for a master in library science degree. Before and since that time, he has worked at a number of institutions as a reading room supervisor or technical services librarian with an emphasis in special materials and foreign languages.

LC CONFERENCE 2000 ACTION PLAN FORUM IN BOSTON

The Library of Congress Conference 2000 Action Plan Forum on Sunday, Jan. 16, featured Lynn Silipigni Connaway, Diane Baden, and Kathryn Mendenhall, who presented updates on major work items of the Library of Congress Action Plan, Bibliographic Control of Web Resources, that grew out of the Library of Congress Bicentennial Conference on Bibliographic Control for the New Millennium held at the Library in November 2000. Library of Congress Director for Acquisitions and Bibliographic Access Beacher Wiggins hosted the Forum at the Hynes Convention Center during the 2005 Midwinter

Meeting of the American Library Association (ALA) in Boston, Mass. Connaway spoke on "Sense-Making the Information Confluence," a user study that will provide information on why and how people use electronic information and how system design features affect use and usability. Her presentation was followed by updates on the training initiatives that have grown out of the action plan. Baden talked about plans for the implementation of recommendations for library and information school curricula (action plan work item 5.1). Mendenhall spoke on the work of the Continuing Education Implementation Group (action plan work item 5.3), which is chaired by Martin Kurth, head of Metadata Services, Cornell University Libraries.

Connaway, a consulting research scientist in the Office of Research, OCLC Online Computer Library Center, Inc., described the research project "Sense-Making the Information Confluence: The Whys and Hows of College and University User Satisficing of Information Needs." There is a Web site for the entire project at URL <http://imlsosuoclcproject.jcomm.ohio-state.edu/> [Feb. 2005]. The study is a collaboration between the OCLC Office of Research and the Ohio State University (OSU), funded by a grant of \$400,000 from the Institute of Museum and Library Services and in-kind contributions from OCLC and OSU that bring total funding to more than two million dollars. The principal investigator is Brenda Dervin, professor of communication at OSU, who led in developing the "Sense-Making" methodology to design and implement communication systems and practices that are responsive to human needs. Connaway and Chandra Prabha, senior research scientist in the OCLC Office of Research, are co-investigators of the project, which supports action plan work item 6.2, "Research user needs and approaches "

Connaway explained the need for this ambitious user study: while researchers know a lot about who tends to use electronic resources and what resources they use, very few studies address "satisficing," the process of how users recognize their need for information (the "whys" of information seeking) and the processes they go through to find the information (the "hows"). The OCLC-OSU study is being carried out in four phases. The first phase, which began on Dec. 31, 2003, was a comprehensive review of the relevant research literature. Phase II involved survey interviews conducted online and by telephone with four hundred library users at forty-four community colleges, colleges, and universities situated within one hundred miles of OCLC headquarters. The respondents included faculty members, graduate and undergraduate students, and users of netLibrary collections of electronic books. The project's national and local advisory committees, the OCLC Members' Council, and the OCLC Board of Trustees are contributing their expertise and feedback to the study. The questions in the survey interviews were derived from consultations with the project's national and local advisory committees, the OCLC Members' Council, and the OCLC Board of Trustees. In a forum at OCLC in April 2004, the Local Advisory Committee, consisting of library directors or their representatives from the forty-four libraries covered in the online surveys and interviews, identified the biggest unanswered questions about users of information services as:

Who are the users? And the parallel question, How do

librarians define and categorize their users?

Where do users get the information for their research?

Why don't they turn to the library first?

The library directors said that learning the answers to these questions would help libraries define their mission, allocate resources wisely, develop their collections, train users and staff, and market the libraries' services. They felt that the questions had never been answered primarily because users hadn't been asked the right questions about their information-seeking habits. The OCLC Members' Council and Board of Trustees were asked to respond to a similar series of questions. Dervin then developed the survey and interview questions for the survey participants in the forty-four library communities, based on her past work with the "Sense-Making" methodology. The survey participants were paid for their time, which could be as much as five hours to respond to the entire survey. The five questions at the heart of the survey were asked of each participant:

Describe a troublesome situation you experienced at college. Where did you get information to help you?

Describe a situation involving research or scholarship.

Describe a troublesome situation you experienced outside of college, and where you got helpful information.

Describe a college situation where you made the most use of electronic resources.

Describe a situation outside college where you made the most use of electronic resources.

Connaway said that the project staff are currently transcribing the massive amounts of data yielded by the online surveys and interviews. All the advisors agreed that researchers and practitioners study information users in very different ways. Researchers ask "why" questions and look at users in the abstract; practitioners ask "how" questions and see individual users in "real time." The obvious conclusion is that practitioners should be an integral part of research project designs in order to obtain meaningful results.

"Sense-Making the Information Confluence" promises to be the definitive study of users' information-seeking habits in the digital era. Next steps are the focus groups scheduled for March and April and the structured observations to be carried out in April and May. The Microsoft PowerPoint slides from Connaway's Forum presentation are available on the OCLC Website at URL www.oclc.org/research/projects/imls/default.htm [Feb. 2005]

Baden is associate director of NELINET and co-chair with C. Olivia Frost (associate dean for professional programs and professor, University of Michigan School of Information) of the ALCTS/ALISE Task Force for Preparing Metadata and Cataloging Educators and Trainers ("MetaCat"), sponsored by the Association for Library Collections and Technical Services (ALCTS, an ALA division) and the independent Association for Library and Information Science Education (ALISE). After the ALCTS Task Force on the LC Action Plan approved the report of the ALCTS/ALISE

Library and Information Science Education Task Force (LIS Task Force), chaired by Beth Picknally Camden (University of Virginia) at ALA Midwinter Meeting in January 2003, it charged the MetaCat Task Force with implementing the recommendations of Ingrid Hsieh-Yee, associate professor in the School of Library and Information Science, The Catholic University of America, and principal investigator for the LIS Task Force, which addressed Bicentennial Action Plan work item 5.1, "Improve and enhance curricula in library and information science schools " In her report "Cataloging and Metadata Education" Hsieh-Yee recommended education for three levels of expertise: expertise required for all graduates of library and information science programs; expertise for catalogers and metadata librarians; and expertise for cataloging and metadata managers. At the time MetaCat began work, there was no electronic discussion list devoted to the teaching of cataloging; this gap has now been filled by the discussion list "eduCAT," hosted by the LC Cataloging Distribution Service (CDS). The MetaCat Task Force has nearly completed the development of a course on Metadata Basics. Finally, MetaCat has developed a self-sustaining, community-supported Web clearinghouse of teaching materials for cataloging and metadata. The clearinghouse will soon be available on "Cataloger's Learning Workshop," the Web portal that CDS launched on January 13, immediately prior to the Midwinter Meeting in Boston. [See next article].

Mendenhall updated the forum audience on the work of the Continuing Education Implementation Group (CEIG), which the ALCTS Task Force on the LC Action Plan charged to implement the recommendations of the Continuing Education Task Force (CETF) chaired by Carol Hixson (University of Oregon). The CETF and CEIG undertook action plan work item 5.3, "Address continuing education needs for library technical services practitioners" Under Kurth's leadership, the CEIG has commissioned development of five continuing education courses. The first, "Rules and Tools for Cataloging Internet Resources," was developed by Steve Miller of the University of Wisconsin--Milwaukee and has already been presented twice: in Chicago in Sept. 2004 and in Baltimore in Nov. 2004. All the "Cataloging for the 21st Century" training courses will be sold by CDS in PDF format, which enables trainers and libraries to obtain as many copies as they need on very short notice (see URL <<http://www.loc.gov/cds/training.html>> [Feb. 2005] for information on ordering course materials). The target date for all five courses to be available is autumn 2006.

LC PARTNERSHIPS PROVIDE EDUCATION RESOURCES IN CATALOGING

The Library of Congress has launched a Web-based learning center to promote core competency curriculum development for 21st century cataloging practitioners. The Cataloger's Learning Workshop (<www.loc.gov/catworkshop/> [Feb. 2005]) is a cataloging and metadata training resource portal that features a discussion group (EduCat) and links to cataloging training providers and publishers, online training courses and suggested readings in bibliographic control. The Cataloger's Learning Workshop is hosted by the Cataloging Distribution Service (CDS) of the Library of Congress.

The Cataloger's Learning Workshop grew out of an effort that

began at the 2000 Library of Congress conference "Bibliographic Control for the New Millennium." Conferees produced an action plan with several ambitious goals, such as providing appropriate training and education to improve bibliographic control of Web resources.

A number of groups have been working with the Library of Congress to bring the Cataloger's Learning Workshop to reality, including the Association for Library Collections & Technical Services (ALCTS)--a division of the American Library Association (ALA)--and the Program for Cooperative Cataloging (PCC).

"Collaborating with the Library of Congress on this project enables ALCTS to support better the educational needs of its membership and the library community as a whole," said Charles Wilt, executive director of ALCTS. "These courses will provide up-to-date information to practicing professionals and others at both the local and regional level."

A number of workshops and curricula are being developed to address Web bibliographic control training and continuing education. Training materials distribution is handled by CDS, while workshop organization and support logistics are managed through ALCTS and other organizations.

As a result of this cooperative effort, Library, PCC, and ALCTS officials expect that there will be more library practitioners who are better prepared to provide access to Web resources and other new library materials. The customer and member focus of these organizations ensures that high quality training will be provided at reasonable cost.

WEBCAST NOW AVAILABLE DESCRIBING "WEB CATALOGING ASSISTANT"

The Bibliographic Enrichment Advisory Team (BEAT) is pleased to announce production of a Webcast to describe a new cataloging tool, the "Web Cataloging Assistant" (Web Cat Assistant), in use for the creation of full MARC 21 records for monographs published within selected series available on the Web. This software allows a cataloger to look at the abstract page for a particular monograph, copy the URL for that page into the PC clipboard, and paste it into the application. The tool then retrieves the Web page itself and extracts bibliographic data from that page. It also copies available abstracts and keywords provided by the author(s) to the record. The cataloger may add subject headings and name entries. Web Cat Assistant then creates a MARC record that is loaded into the Library's cataloging client, and the record is distributed by the Cataloging Distribution Service. An application has been developed in conjunction with Web Cat Assistant that automatically generates an email message whenever the Web pages of a particular online series have changed, alerting the cataloger that a new title has probably appeared. David Williamson, cataloging automation specialist, is the creator of Web Cat Assistant.

At this time, Web Cat Assistant is being applied to the cataloging of the current and retrospective monograph titles issued

as part of some twenty selected, high research value series in the social sciences. It will gradually be extended to other social science series and, in the near future, to scientific series. It has also proven to be a useful tool for staff at the Library who are authorized to work from home, as Web Cat Assistant can be easily used off-site.

A six and one-half minute video production describing the project and tool is now available on the BEAT Web site (<<http://www.loc.gov/catdir/beat/>> [Feb. 2004]) by clicking on the link under "What's new." Gabriel Horchler, the narrator in the video, is leader of the Business and Economics Cataloging Team, Social Sciences Cataloging Division.

PUBLISHERS SUMMARY PROJECT

The Cataloging in Publication Division (CIP) has always encouraged publishers to include summaries with their application for CIP data as the summaries facilitate subject analysis and other aspects of the cataloging process. Summaries are especially important in the CIP Program as LC catalogers are tasked with creating bibliographic records for books prior to their publication, and the information from the publisher is often not as complete as in a published book.

When made available to the public, summaries provide additional information to help readers identify books they want to read. Summaries also play a uniquely important role when CIP bibliographic records appear in online catalogs of libraries and book sellers as they enable the user to search the book by the keywords that appear in the summary. In 2004, the CIP Division developed the CIP Guidelines for Summaries for those Electronic CIP (ECIP) publishers who would like to see the summaries they prepare appear in the catalog record as well as in the CIP Data to be printed in the published book.

After evaluating the results from a four-month pilot program, the Library of Congress has made the Publishers Summary Project a permanent component of the ECIP Program. All books in scope for the ECIP Program are eligible for inclusion in the Publishers Summary Project with the exception of juvenile fiction, which will continue to receive LC-generated summaries as part of the juvenile literature treatment given by the Children's Literature Cataloging Team.

The guidelines for summaries are available to ECIP publishers when they access their ECIP account. The guidelines include short instructions for publishers as well as examples of acceptable and unacceptable summaries. Publishers are to provide summaries that are brief, clear, and objective descriptions of a publication, while avoiding personal opinion, advertising hype, and judgmental statements.

Summaries provided by publishers are not edited or changed but are accepted or rejected upon submission based on their compliance with CIP guidelines. The summaries are enclosed in quotation marks and clearly attributed to the publisher by the

legend: - - Provided by publisher. Summaries are correctly formatted and programmatically inserted into the bibliographic record through TCEC (Text Capture and Electronic Conversion). A cataloger reviews the summary for suitability, and based on that review, either leaves the summary in place or deletes it before completing the record. More than ninety-five percent of the summaries provided by publishers to date have been included in CIP records.

Questions or comments may be sent to Gene Kinnaly, program specialist, CIP, at <gkin@loc.gov>.

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