

## What's the Buzz About AACR3? There's a New Name (RDA) and a New Format

*By Emily Hicks, Head of Bibliographic Management and Assistant Professor, University of Dayton*

The Joint Steering Committee for the Revision of AACR (JSC) is developing a new edition of the *Anglo-American Cataloguing Rules* (AACR). A draft of the new Part I was released for comment in December 2004, and based on feedback received on that draft, the JSC has revised its approach. The resulting product, although built on AACR2, will be a new standard for resource description and access in the digital age. Since this new edition is in active development, the information provided here is subject to change.

### Why a New Edition?

The JSC wants to simplify the rules and establish them as an international content standard for resource description. The committee wants the new edition to be easier to use and interpret, more consistent, and less redundant by combining the rules for common aspects of resources and providing supplemental rules for only the unique aspects. They also want to ad-

*CONTINUED on page 2...*

## Another Avenue to *TechKNOW*

In an effort to offer enhanced membership value to Ohio Library Council members (OLC), portions of the OLC web site will soon be restricted to members only. Access to *TechKNOW* is included in that area of the Web site, and non-OLC members will not be able to continue to access *TechKNOW* via the OLC site. However, OLC recognizes that *TechKNOW* has an audience that extends beyond OLC members, and that many regular *TechKNOW* readers work in academic libraries or out-of-state. OLC has generously allowed the creation of a *TechKNOW Mirror Site*, which will be hosted at Kent State University. Each issue will be simultaneously posted to both sites as available and a complete archive of the electronic issues will be available at the KSU site as well. OLC members can choose between accessing *TechKNOW* via OLC or the mirror site. Each issue will be broadly announced as available at both sites. The Technical Services Division wishes to acknowledge OLC's generosity in making this valuable resource broadly available.

### TABLE OF CONTENTS

WHAT'S UP WITH AACR3	1
THE NEW PUBLIC SERVICE (BOOK REVIEW)	5
DAN'S DEN: MANAGING MARC, CONSORTIA AND VENDOR SERVICES	7
PROMPTCAT / CATALOGING PARTNERS—WHAT'S THE DIFFERENCE	8
TRAINING SKILLS FOR LIBRARY STAFF (BOOK REVIEW)	9
PRACTICAL ADVICE ABOUT VALUE ADDED VENDOR SERVICES	10
TS DIVISION CANDIDATES	11

### **AACR3 continued...**

dress current problems with uniform titles and general material designators (GMDs) and provide new conceptual and procedural introductions to assist users. The JSC also wants to change the approach to cataloging by moving back to principle-based rules that build cataloger's judgment and that are consistent and simple to use. The committee also wants to base the standard principles of catalog design and international bibliographic control to support the objectives of resource discovery contained in the Functional Requirements for Bibliographic Records (FRBR).

### **What is FRBR?**

FRBR is a conceptual model developed in 1998 by IFLA, the International Federation of Library Associations and Institutions, which identifies entities, relationships, and attributes to restructure catalog databases, allowing users to find, identify, select, and obtain the information they need. It is not tied to any particular communication format or data structure, which allows for new possibilities for structuring bibliographic description and access points. For more information see Margaret Maurer's article on FRBR in the March 2004 issue of TechKNOW. (<http://www.ollc.org/pdf/TechKNOWMarch2004.pdf>)

### **New Name (RDA), New Format**

The working title of the new edition is *Resource Description and Access* or RDA for short. RDA will be designed for the digital environment and will be offered as both a Web product and a loose-leaf product. The focus is intended to be more international. The new format is designed to help address problems of content versus carrier by providing a logical organization that will allow the cataloger to know exactly which elements to include for each content and carrier present.

### **Organization of RDA**

The organization of RDA is one of the most obvious changes. AACR2 is currently set up with Part I for Description and Part II for Headings, Uniform

Titles, and References. The chapters of RDA will be reorganized and consolidated into three parts. Part I will address description, Part II will address relationships, and Part III will address authority control. Only a draft of Part I has been released at this time, so the specifics of the organization of Part II and Part III are not yet known. RDA will be designed to allow you to use as much or as little as you want given the cataloging environment.

AACR2 Part I was divided into a single chapter covering general rules, 10 chapters covering various classes of material, a single chapter covering continuing resources, and a final chapter on analy-

sis. The plan for RDA is to replace these chapters with three new sections. Section A will cover general rules, Section B will cover supplementary rules that will be applicable to specific types of content, and Section C will cover supplementary rules that will be applicable to specific types of media. Within Section A, there will be three chapters. The first chapter will contain general rules that apply to all types of resources, the second chapter will have rules that

modify certain general rules for application to resources issued in successive parts, and the third chapter will contain rules that modify certain general rules for application to integrating resources.

Section B will have seven chapters, each containing supplementary rules applicable to resources embodying a specific type of content: text, music, cartographic resources, graphics, three-dimensional resources, sound, and moving images. The chapters in Section B will only contain instructions that supplement those provided by the general rules in Section A; they will not repeat general instructions.

Section C will be comprised of seven chapters, each containing supplementary rules applicable to resources conveyed in a specific type of media: print and graphic media; micrographic media; tactile media; three-dimensional media; audio media; projected graphic, film and video media; and digital media. Again, the chapters in Section C will

**CONTINUED on page 3...**

***"RDA will be designed for the digital environment and ... to help address problems of content versus carrier ..."***

### ***AACR3 continued...***

only contain instructions that supplement those provided by the general rules in Section A; they will not repeat the general instructions.

### **Highlights of Proposed Changes**

The AACR2 rule pertaining to the basis of the description will be replaced by a set of instructions in the Introduction to RDA Part I on determining the focus for the description and a corresponding rule in Chapter A1 that will relate the focus for the description to the choice of a chief source of information. According to the December 2004 draft, the focus for the description may be a single-part resource, a resource comprising two or more parts issued simultaneously, a resource issued in successive parts, an integrating resource, a separately titled component part, or an assembled collection of resources.

The rules pertaining to GMDs will be revised to distinguish between designations that indicate the type of content contained in the resource and those that indicate the medium in which the resource is conveyed. The new rules permit the use of either a content designation or a medium designation, or both.

The new draft does not have a separate chapter corresponding to AACR2's Chapter 4. The rules in the new Part I are designed to apply equally to all resources, published or unpublished. Where there are differences, sub-rules or supplementary rules in Section B are used. The RDA chapters covering resources issued in successive parts and integrating resources have replaced AACR2 Chapter 12. A few rules from Chapter 12 have been incorporated into the general rules and broadened to cover more resources, if appropriate. Rules pertaining to assembled collections have been incorporated into the general rules. The "extra" rules in AACR2 Chapter 2 for early printed books have been incorporated either into the general rules or in the supplementary rules. Catalogers of these materials will be directed to subject-specific manuals with more detailed instructions.

The AACR2 rules pertaining to the physical description area will be renamed as rules pertaining to technical description and will be realigned either as general rules in Section A or as supplementary

rules applicable to specific types of media in Section C. The general rules for the physical description area from Chapter 1 of AACR2 will be significantly expanded in order to provide a substantive set of instructions applicable to all types of resources. The lists of specific material designations will be combined into tables accompanying the general rules and realigned to provide division between those pertaining to physical units, those pertaining to presentation units (e.g., pages) or those pertaining to logical aggregations of content (e.g., score).

### **Review of Part I Draft**

The JSC made a draft of Part I available to ALA's Committee on Cataloging: Description & Access (CC:DA) in mid-December 2004. The draft was not available to the cataloging community at large, but feedback was solicited from some groups, such as the Program for Cooperative Cataloging (PCC). A document detailing the PCC's comments was submitted to the CC:DA in early February 2005.

The Chair of the PCC's Standing Committee on Standards prepared the PCC response document from comments submitted by PCC participants. The document is 25 pages long and quite detailed. Only a few of the more general comments will be discussed here.

One perception was that the development process was rushed and closed. Relatively few people were involved and comments from the wider cataloging communities were not sought. Many of the PCC constituents felt that the time allowed to review the draft was not adequate, especially given the holidays. There was concern that the recent work of the serials cataloging community, in particular, was not adequately included. The PCC encouraged the JSC to foster an open environment of idea sharing.

The PCC encouraged a move away from a linear, card-based approach to help encourage the use of AACR beyond the library community. It was felt that there was still an English bias in the rules. The PCC document states, "This revision simultaneously does too much and too little. Any significant restructuring of the rules requires a massive

***CONTINUED on page 4...***

### **AACR3 continued...**

retooling effort by those who have developed training materials based on the current version. This could be worth the time and effort, if the reorganization were accompanied by significant changes in cataloging practice, such as a close look at the use and practicality of all data currently in a catalog record and rethinking card-centric punctuation."

### **Latest Developments**

Comments from the PCC and others on the December 2004 draft of Part I were taken under consideration by the JSC at its meeting in Chicago on April 24-28, 2005, and helped shape the JSC's decision to rethink its strategy.

While the full scope of this new strategy is not yet available, the new approach will have the following features according to a summary of the April JSC meeting: the structure will be aligned more directly with the FRBR and FRAR (Functional Requirements for Authority Records) models; instructions for recording data will be presented independently of guidelines for data presentation; and the layout and formatting of instructions will be more "user-friendly." It was acknowledged that the expectations for the first review were not communicated clearly. Information would be sought from a wider audience of stakeholders as work on the new edition moves forward. According to the JSC, a prospectus outlining the new approach will be available in July 2005 to facilitate consultation with stakeholders and to provide context for constituency review of the individual parts of RDA as they become available. This prospectus will be accompanied by tables of contents for the General Introduction and all three parts as well as sample presentations of guidelines and instructions.

The decision to rethink the strategy for RDA has pushed back the overall timeline about a year. The following revised timeline is subject to change:

- May 2005-July 2005: Development of prospectus
- Oct. 2005-April. 2006: Completion of draft of part I, and constituency review
- May 2006-Sept. 2006: Completion of draft of part II, and constituency review

- Oct. 2006-Apr. 2007: Completion of draft of part III, and constituency review
- May 2007-Sept. 2007: Completion of General Introduction, Appendices, and Glossary
- 2008: Publication

### **Future of AACR2 and LCRI**

The final update to AACR2 is planned for sometime this year. The Library of Congress will cease issuing the Library of Congress Rule Interpretations (LCRI) effective upon the end of AACR2. They will be moving to a different type of documentation of cataloging decisions that will also clarify national choices when the rules allow options and possibly even more examples and procedural information.

### **What's Next?**

As the development of the Web-based "Resource Description and Access" continues, one near certainty is that things will change. How the final version of RDA will be organized is still to be determined. New drafts will be produced and comments will be sought, hopefully from broad constituencies. The goals of RDA are broad: a content standard that is built on international principles and the conceptual model of FRBR, covering all types of materials, applying to and operating in an online Web-based environment, compatible with existing standards for resource description and retrieval, used to facilitate metadata interoperability, cost-effective, and easy to use. It is too early to tell whether these goals will be achieved, but we can be certain that the successor to AACR2 will be dramatically different in many ways.

### **Resources**

JSC

<http://www.collectionscanada.ca/jsc/index.html>

CC: DA

<http://www.ala.org/ala/alctscontent/catalogingsection/catcommittees/catalogingdescri/catalogingdescription.htm>

FRBR

<http://www.loc.gov/catdir/cpso/frbreng.pdf>

PCC

<http://www.loc.gov/catdir/pcc/>

PCC Review and Comments on the Drafting of AACR3  
<http://www.loc.gov/catdir/pcc/archive/aacr3-pt1pcc.pdf>



**Denhardt, Janet V. and Robert B. Denhardt. *The New Public Service: Serving, Not Steering*. Armonk, NY: M.E. Sharpe, 2003. 198 p. 0-7656-0846-4, \$27.95**

*Reviewed by Roger M. Miller, Manager, Cataloging Services Department, Public Library of Cincinnati and Hamilton County*

Why review a book about public administration in a technical services publication? While reading in other areas is valuable in and of itself, this book is really a "must read" for any public servant, be he or she a city manager, a policeman, fireman, or even librarian. If you have worked in public libraries for more than a few years you may recall that, not so long ago, we referred to our users as "library patrons." Over the past few years, however, it has become much in vogue to always use the term "customer" when referring to a person who uses libraries. What you may not know is how this policy shift in libraries is actually just a reflection of a much larger phenomenon that has swept through the field of public administration over the past couple of decades.

Janet V. Denhardt and Robert B. Denhardt are professors in the School of Public Affairs at Arizona State University and authors of dozens of books and articles in the field of public administration and organizational theory. In *The New Public Service: Serving Not Steering* they have set forward a challenge to this concept of taxpayers being considered customers and offer a compelling alternative.

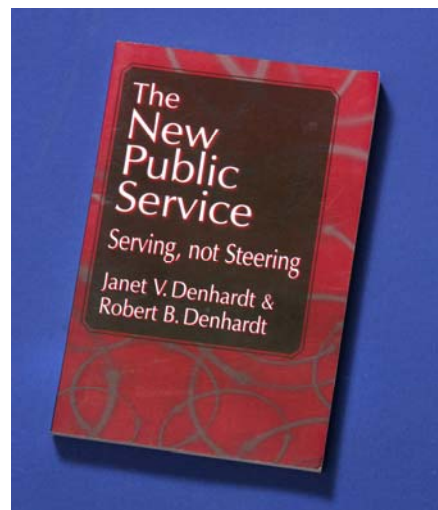
The first period of public administration, which the Denhardt's call "The Old Public Administration," was embodied by principles set forward by Woodrow Wilson before he became President. Public administrators were to have no role in formulating policy; instead they were to dispassionately and efficiently enact the policy decisions made by elected officials. Government emulated a business model and efficiency was highly valued, for example, as seen in the work of Frederick Taylor in his "scientific management." This model is still very much at work today, but was significantly challenged in the early 1990s.

Derived from the work of Osborne and Gaebler (and others), the New Public Management was

also focused on "running government like a business" but has a clearly different underlying theory. While the Old Public Administration was mostly concerned with efficiency, the New Public Management is more concerned with economics and is competition-driven. Government services are no longer offered to clients (as in library patrons) but are consumed by customers. Another focus of this is an emphasis on the manager, who is encouraged to be entrepreneurial in providing services as competitively (cheaply) as possible to customers.

The Denhardts do not question that emphasizing good customer service is valuable to our organizations, but they ask that "words like 'democracy' and 'citizen' and 'pride' be more prevalent in both our speech and behavior than words like 'market' and 'competition' and customers." *Public servants do not deliver customer service; they deliver democracy.*"

The first two chapters of the book describe the theories and principles associated with the Old Public Administration and the New Public Management and lay the groundwork for the new paradigm: The New Public Service. The remaining chapters describe the major tenets of the New Public Service: (1) Serve citizens, not customers; (2) Seek the public interest; (3) Value citizenship over



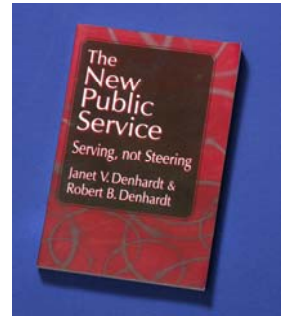
**CONTINUED on page 6...**

*Denhardt book review continued...*

entrepreneurship; (4) Think strategically, act democratically; (5) Recognize that accountability isn't simple; (6) Serve rather than steer; and (7) Value people, not productivity. The New Public Service is based on citizenship, democracy, and service in the public interest, instead of the now prevalent values of economic theory and self-interest.

One of the reasons this New Public Service is so important at this time is the extent to which it values public participation in the process of governing. As libraries grapple with budget shortfalls

they will of necessity be revising policies and planning strategically for the future. The New Public Service offers a bold challenge to bravely involve our citizens in this process. I would actually recommend starting to read this book at the end. The final seven pages will move you to read the book from beginning to end, and offer some of the most motivational and inspirational words to public servants that we all need to hear as we "serve citizens to advance the common good."



# Office Politics 101\*

## *\* For Technical Services!*

Are you in denial regarding office politics? Politics are necessary and don't have to be a bad thing. Technical services librarians can strengthen and empower their departments by employing political tactics that work while working for the good of their libraries. Come learn to accept office politics and use them as a positive force in your advocacy. Come learn about specialized skills that technical services librarians have to offer their institutions and how you can best market those skills within your institution.

*featuring*  
*Louise Sebold, Technical Services Director, Cuyahoga County Public Library, and*  
*Margaret Maurer, Head, Catalog & Metadata,*  
*Kent State University Libraries and Media Services*

**August 9, 2005**  
**OLC Offices, Columbus**

**Training @ OLC!**

## Dan's Den: Managing MARC, Consortia and Vendor Services

By Dan Liebttag, Fairfield County District Library Coordinator, Technical Services Division

Yesterday was the "GO LIVE" date for our DYNIX to Horizon conversion, the library was closed to the public. All of the staff were there to do the various chores that needed to be done as the system came back to life after a week of dormancy. We ate pizza and raffled out gift certificates. By four o'clock everything had been checked in and shelved. When the word came down that we could go home an hour early, there was a collective "whoop" and we all headed out. Now, at last, I can turn to other thoughts about technical services and the OLC community.

The Fairfield County District Library is medium-sized and is the largest in the Central Library Consortium. Our six person technical services team does a remarkable job of issuing materials and cataloging to the staff and customers. Everything is changing for us these days as we try to adapt to the ever-increasing variety of media and services that are being provided. Over the past year, most of our vendors have expanded and promoted their processing and cataloging services. I am currently evaluating the cost of outsourcing and its benefits, particularly in the AV area.

Now that the public's appetite for new and fresh AV products is approaching a critical mass like some Blockbuster version of Chernobyl, we are becoming increasingly reliant upon outsourced processing in order to get the product on the shelves within some reasonable approximation of the retail street date. Our customers' ability to place pre-pub holds on titles six months out from their publication dates is just about curbing my enthusiasm for all of this.

By paying the vendor to do all or most of the physical preparation of the items, we are adding an average of \$2.00 to the cost of an item that retails for \$29. Our vendors give us a \$7.00 discount then take \$2.00 back just for removing the shrink wrap, and affixing three or four labels. If my entry-level \$8.00 per hour worker could process just 6 of these items in an hour, they would be

on a par with what we are paying to outsource the same work. Any sentient being could probably do at least 20 in an hour.



When I began my library career in Athens County over 25 years ago, my boss was Helen Young. She impressed upon me that the library can be an economic force on a small scale in the community by providing jobs to students and others at the low-end of the economic food chain. It's undeniable that it's more cost effective to have processing done in-house. Here at FCDL, we could easily employ at least one FTE or two 20-hour workers to do the same work that we are paying the vendors up to three or four times what it is worth.

One new skill that I have recently acquired is that of digitally scanning cover art for multiple-disc DVD sets such as "Deadwood" and "24." I came to my senses after a brief episode of trying to circulate these items in their retail packaging held together with adhesive Velcro® strips. We now repackage these items into black boxes with a spiral notebook system that can accommodate up to 30 discs. Librarians often seek uniformity and predictability in the organization of the collection. We have, for the nonce, achieved that blissful balance of syndetic structure that I first heard about in Library School from Ann Allan so many years ago.

We have great things planned for the OLC Technical Services Division membership over the next 12 months. These include two *Training @ OLC* sessions, chapter and annual conference programs, and the return of the Mohican conference next April. (Didn't Daniel Day-Lewis star in something about that? *Return of the...*)

I hope to see you at some of these and other events. This is an exciting time to be working in the cataloging environment and participating in OLC only makes things better.

If anyone wants or needs some used Velcro®, please drop me a line:

-mailto:dliebttag@fcdlibrary.org

# What's the Difference?

## OCLC PromptCat versus OCLC Cataloging Partners

OCLC PromptCat cataloging services have been around for a long-enough time that most of us do understand how the program works. With the advent of the Cataloging Partners program things have become a little less clear. How does PromptCat differ from the Cataloging Partners program? Why there are two separate programs when on the surface they seemed so similar? Both programs provide OCLC bibliographic records automatically when materials are ordered from participating materials vendors. Both rely on vendors to provide the information needed to make the match against the WorldCat database, and both deliver records to the library through a batch process. Well, according to Robin Buser at OCLC PromptCat:

Both services represent a cooperative relationship between the library, the vendor and OCLC. PromptCat can be seen as a copy cataloging service. The library will not be able to get records for 100% of the materials sent through this process, for a variety of reasons, some of which are profile choices made by the library. At Kent State University we have pre-determined not to receive records for materials based on the encoding level of the record available in WorldCat and the item's

format. There may also simply not be a record available in WorldCat to match the item (as hard as that may be to believe). Cataloging Partners is different. It guarantees that 100% of the materials sent through the process will have a record. The vendors search WorldCat and then send the material without records to OCLC TechPro for record creation. The records are thus ready when the item is ordered.

The materials processed through each program are different. The emphasis in the Cataloging Partners program is on non-book and non-English materials. PromptCat does its best work on books.

Participants in the Cataloging Partners program order their records through their vendors and pay through the vendors for the records. OCLC PromptCat libraries pay OCLC for their records and the vendor for their materials.

But the biggest difference, according to Robin, is the vendor that the library is working with. The vendors tend to be either a PromptCat vendor or a Cataloging Partners vendor. That may determine which type of program the library participates in more than anything else.



## DDC RSS

In the June 2005 issue of *Dewey Decimal Classification News* OCLC announced the creation of Dewey RSS feeds. RSS? What's that you say? RSS is an acronym for *Really Simple Syndication*. It's an electronic format for distributing information, delivering it to your desktop whenever changes occur at designated Web sites. If you have an RSS reader installed on your PC and a Web site sports an RSS icon (the border above and below is comprised of RSS icons), then you will be able to set up *feeds* from that site. This is a form of *push* technology (pushing information out to you automatically) that is very popular with bloggers.

OCLC has set up five new DDC RSS feeds: *Dewey Mappings*, *Dewey News*, *Dewey Tips*, *Dewey Updates*, and *Dewey Journal*. The Dewey Journal Feed encompasses items from the other four Dewey RSS Feeds. To find out how to set up one of these new Dewey RSS Feeds visit <http://www.oclc.org/dewey/syndicated/rss.htm>. Also, look for announcements about the upcoming Dewey blog.





**Allan, Barbara. Revised and adapted by Barbara Moran, North American editor. *Training Skills for Library Staff*. Lanham, Maryland: Scarecrow Press, 2003. 237 p. 0-8108-4747-7, \$47.50.**

When was the last time you attended a really bad training session? You know the feeling, trapped in that room, wasting one of your scarcest commodities – time. What went wrong?

Libraries generally recognize how important training is to successful service delivery, and training others is increasingly something that librarians do. But often there is a disconnect between the perceived need and the final product that is delivered to the staff. Knowing how to do something does not, after all, guarantee that someone can teach it to others. Teaching is a skill that can be learned, as is designing appropriate training experiences for library staff. And this book can help.

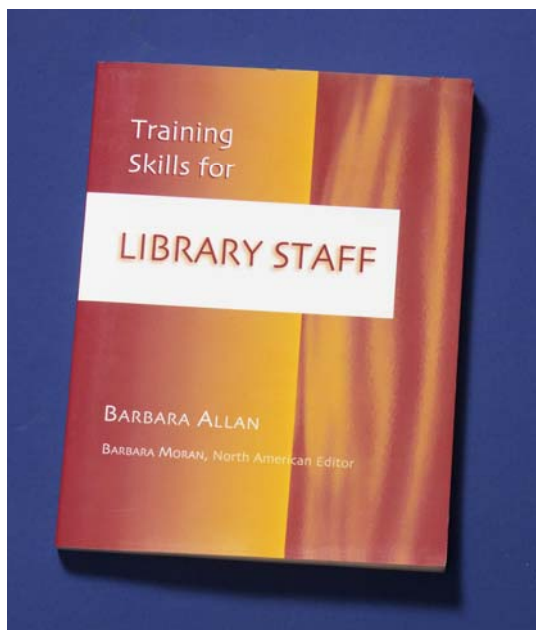
The tactics recommended in *Training Skills for Library Staff* are based on sound educational principles, drawing together "...ideas, tools and techniques from fields such as accelerated learning, neurolinguistic programming and brain research." The authors assert that training programs that work are the result of practical, effective planning. Focusing on face-to-face learning, the book begins with a discussion of the role that preferred learner styles play when designing training. It provides an overview of all four stages of the training process: needs analysis; design of appropriate training; delivery; and evaluation. There are lots of outlines and checklists to help organize

the practical aspects of the training, including information on optional physical arrangements that discusses the impact of the physical space on the training. The book does not have to be read from front to back to be useful as it is constructed to be dipped into as needed.

*Training Skills for Library Staff* was first published in the UK in 2000 as *Training Skills for Information and Library Staff*. Barbara Allan is a Senior Lecturer in student learning and management learning at the Hull University Business School, UK. Previous to this she managed academic and workplace libraries. She is also the author of *E-Learning and Teaching in Library and Information Services*. This 2003 version has been revised and

updated for the North American market by Barbara Moran, professor in the School of Information and Library Science, University of North Carolina, Chapel Hill. The authors have much experience in library management and training.

By using the methods recommended in *Training Skills for Library Staff*, library trainers could create training that is better suited to perceived needs, and the library can therefore reap real benefits from its scarce training dollars.



*TechKNOW* is published on the Internet by the Technical Services Division of the Ohio Library Council. It is available to Technical Services Division members at the Ohio Library Council at <http://www.olec.org> and will soon also be available at the *TechKNOW* mirror site housed at Kent State University. For more information, or to submit articles, please contact Margaret Maurer at Kent State University Libraries and Media Services at 330.672.1702 or at mailto: [mmaurer@lms.kent.edu](mailto:mmaurer@lms.kent.edu).

# Practical Advice about Value Added Vendor Services

*By Margaret Maurer, Head, Catalog & Metadata, Kent State University Libraries and Media Services*

Visit any vendor Web site these days and you will be greeted by a bewildering array of services and information. Vendor Web sites provide customer service information and contacts, collection development assistance, searching and verification services, bibliographic records (brief or full MARC21) and an array of physical processing options. The number of options, and the combinations that they can be purchased in, can confuse and confound the most knowledgeable technical services librarian. Keeping the following suggestions in mind while approaching new options may be useful.

**Vendors really do add value to the products that they sell.** The associated services that our vendors have developed *do* help us to do our work more efficiently. And increasingly the cost of providing these services is becoming a bigger part of a vendor's bottom line. They are spending the money to create the services because we have found them to be attractive. A for-profit enterprise would not stay in business for very long if they didn't provide their customers with what they want and need. These value-added services are the reasons why we purchase materials from library vendors instead of just hopping on to sites like Amazon.com.

**Value-added vendor services can increase stability in the library materials industry, but they can also tie a library to a specific vendor.** If the library has invested a great deal of up-front time re-engineering workflow and staffing to implement vendor provided services, and its work is deeply interconnected with the vendor, then they will be less likely to seek the services of a new vendor. This benefits library materials vendors, and probably is a good thing. On the other hand, the library may be missing out on a less expensive service or a new type of service offered by another vendor.

**Select value-added services based on the library's situation, not what's new and hot in the marketplace.** With the vast array of services available to us, how do we know what to choose? The answer to that question will not be the same at every library, because each library is uniquely situated and has unique needs and requirements. Within a library the answer may be different from material type to material type, or from vendor to vendor.

**Begin by examining your current situation and needs and only then look into vendor options.** Work out what's really important to the library. For some libraries, staff costs will be the important factor. For others, data in the vendor's system, including the vendor database will be of paramount importance. Then examine the universe of options to find vendor services that meet these specific needs. Think of vendor services as tools that can be picked up and used, or not picked up and used, depending on the situation at the library.

**Determine exactly what it costs to do it in-house.** Measure how much it costs to print each label and apply it. Time-study how long it takes staff to perform tasks and multiply that time by the cost of their salaries and benefits. Know what supplies cost. This exercise provides a basis for comparison with vendor costs.

**Consider outsourcing the repetitive tasks, and retain the staff to do the difficult and interesting work.** For example, ask the vendor to remove the plastic covers from the audiovisual materials, or to send records that create the item, order or electronic invoice records at load. We should be using our scarce personnel dollars to perform tasks that require decision-making based upon the local context.

*CONTINUED on page 11...*

### *Value Added Vendor Services continued...*

**Libraries that seek to outsource all of their bibliographic services will pay the price in decreased service.** It is the outsourcing of bibliographic services that has caused the most consternation in technical services librarianship. I do agree that as we outsource more and more of the cataloging there will be professional costs. There are a smaller number of catalogers in the United States than there were 10 years ago. We are also getting "greyer," aging at a faster rate than our public services counterparts, at least demographically. It is harder to find someone who has cataloging expertise to hire than it was 10 years ago. Library schools are not encouraging people to train to become catalogers.

Contracting-out one library's bibliographic services is unlikely to change this tidal wave of change. However as we further reduce cataloging expertise and isolate it further from the library, what is at risk is the library's control over cataloging and searching standards. We have evolved a wonderful cooperative environment where standards evolve slowly, but they do evolve with cooperation in

mind. My favorite example of what I fear happening is netLibrary's initial foray into the cataloging of ebooks. All of their bibliographic records incorrectly gave netLibrary as the publisher in the 260 field instead of using the standard 533 reproduction note. Libraries should be careful to retain enough professional cataloging expertise to provide a real level of service to both its internal and external customers.

**Use this moment in time as an opportunity to think creatively about workflow.** There is nothing like a change in vendors, or a change in vendor services, to turn a work process on its head. This should be viewed as the opportunity that it is, and not as a barrier.

**Don't hang on to nostalgic practices for no good reason.** A friend of mine recently told me that he does not have ice delivered to his house. He knows that he can, of course, but he chooses not to. Enough said.

## **TS Division Candidates: Your Chance to *Vote!***

*By Bonnie Doepker, Assistant Director for Technical Services, Dayton Metro Library*

Each spring a group of dedicated volunteers decides to run for office in the Technical Services Division. These are the folks who guarantee our continued growth as a professional association, and their initiative benefits all of us. Ballots will be mailed from the OLC offices on or before June 30, 2005 and should be returned to OLC by July 30, 2005.

Please remember to vote!

### ***Running for Assistant Coordinator***

**Michael Farmer**, Head, Monographic Cataloging, Ohio University Libraries

I think that the Technical Services Division should

promote the importance of well-managed technical services to the fulfillment of the library's mission, and encourage talented and enthused young librarians to enter technical services work.

**Connie Strait**, Collection Services Supervisor, Greene County Public Library

I think that the Technical Services Division should promote the motto "Tech Services is Public Services." I would expect this to include opportunities for all technical services staff to interact and react with other library staff, be it by means of workshops, trading spaces, or open houses. Continuing education is paramount in building support for an excellent catalog and in keeping the communica-

***CONTINUED on page 12...***

***TS Division Candidates continued...***

tion lines open with non-technical services staff, trustees and patrons. I would also like to see cataloging and classification continue as a requirement at library schools so that future library professionals understand the importance of classification, knowledge management and retrieval.

***Running for Secretary***

**Andrea Christman, Cataloger, Dayton Metro Library**

I think that the Technical Services Division should work to create opportunities for its members as well as the general library community. Offering continuing education programs as well as facilitating communication amongst technical services staff enhances the value of the services that we provide. At the same time, increasing the familiarity of the public service community with our work will improve relations with non-technical services staff and will promote the importance of technical services. I will work to create these continuing education opportunities by developing a wide variety of technical services programs for conferences that will appeal to both technical services and public services staff.

**Fred Gaieck, Librarian 2, Ohio Reformatory for Women**

I think that the Technical Service Division should be proud of its ability to provide quality programming for OLC while seeking answers and ideas to deal with the challenges that are confronting technical services.

***Running for Action Council***

**Ann Bickle, Cataloging Technician, Coshocton Public Library**

I think that the Technical Services Division should strive to address the needs of paraprofessionals at chapter conferences by offering meaningful workshops.

**Ian Fairclough, Cataloger, Marion Public Library**

I think that the Technical Services Division should promote the interests of library technical services functions within the state of Ohio by all feasible means, including but by no means limited to: capitalizing on our excellent newsletter, *Tech-KNOW*, and the numerous articles featured; promoting conference programs and attendance; cultivating mentoring relationships; engaging in dialog with professionals in other aspects of librarianship; and preparing our successors to assume positions of responsibility within the division.

***Many thanks to these wonderful candidates. It takes courage to decide to run for office, and dedication to agree to participate in the Division once elected. Your efforts are recognized and appreciated!***

***Web Candy: Metadata and Cataloging Online Resources***  
**<http://www.uwm.edu/~mll/resource.html>**

This very personal Web site was created by Steven J. Miller who is Head, Monographs Department at the University of Wisconsin—Milwaukee Libraries. He also teaches metadata as an adjunct professor at the University of Wisconsin—Milwaukee School of Information Studies. He designed and teaches a Web-based course for OCLC on cataloging Internet resources. He has also been a music cataloger.

All of this has uniquely positioned him to create an eclectic and interesting collection of links on his *Metadata and Cataloging Online Resources* page. This Web site connects the surfer to metadata and MARC standards, guidelines, crosswalks, learning resources and current as well as future developments. There is also a brief list of selected articles on metadata and cataloging online resources. Now, if only this site had an RSS Feed....

***Check it out!***