Building Expertise From Within: One Department's Look at New Ways to Cultivate Cataloging Knowledge for their Staff

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Building Expertise From Within

One department’s look at new ways to cultivate cataloging knowledge for their staff

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4.75 FTE professional catalogers, 3 FTE paraprofessional cataloging assistants, & 1 unit head

Cooperative department – give same opportunities to professional and paraprofessional

Non-Union, no hard and fast rules for job duties

Loss of staff, need for cross-training, creative approach to meet new challenges
Assessment Process: Department Meeting

Met together with entire unit
- Professional and para-professional

Reviewed Core Competencies for Cataloging and Metadata Professional Librarians

Discussion of current skills and expertise as well as future needs to
- Complete our current work
- Automate current processes
- Stay current with emerging trends in the field
- Raise awareness of how changes were adopted by other libraries/vendors
Assessment Process: Whiteboard brainstorming

- Created a framework for needed skills
- Left whiteboard out for two week
- Allowed staff to research and think about skills and contribute ideas anonymously
Assessment Process: Department meeting, take 2

Reconvened to discuss whiteboard results in relation to the Core Competencies framework

1) Knowledge competencies
2) Skill & ability competencies
3) Behavioral competencies
Knowledge Competencies

- According to framework
  - Principles
  - Systems
  - Trends

- USU identified “Knowledge Competencies” needing emphasis
  - Principles: XML, BIBFRAME, RDA
  - Systems: MarcEdit, OpenRefine, oXygen XML editor
  - Trends: linked data
Assessment Process: Department meeting, take 2

Skill & Ability Competencies

- According to framework
  - Application of standards, conceptual models and principles within a bibliographic system
  - Application of universal standards within a local context
  - Integration, mapping, and transformation of metadata within a bibliographic system

- USU identified “Skill & Ability Competencies”
  - Application of standards: RDA authority control, Machine-actionable data
  - Local Context: procedure documentation, designing workflow processes
  - Metadata manipulation: cross-walking, normalization
Assessment Process: Department meeting, take 2

Behavioral Competencies

- According to framework include
  - Interpersonal Communication
  - Public service orientation
  - Initiative & adaptability
  - Professional curiosity
  - Problem solving

- USU
  - Currently being handled by library-wide Staff Development and Engagement Committee
Process: Responsibilities

- Volunteer basis, taking into account:
  - Existing skill level
  - Interest/Comfort
  - Workload
- Available to all unit employees
- Prioritized issues that were important to the library
Process: Responsibilities

Split into two kinds of responsibilities:

- **Specialties = Standards competencies**
- **Technical = Systems competencies + Skills and Abilities competencies**

<table>
<thead>
<tr>
<th>Specialties (sub-categories)</th>
<th>Assigned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authority Control (MARC)</td>
<td>Mavis</td>
</tr>
<tr>
<td>Authority Control (DC)</td>
<td>Liz</td>
</tr>
<tr>
<td>BIBFRAME</td>
<td>Melanie</td>
</tr>
<tr>
<td>Encoded Archival Description (EAD)</td>
<td>Andrea, Anna</td>
</tr>
<tr>
<td>Encoded Archival Context (EAC-CPF)</td>
<td>Becky</td>
</tr>
<tr>
<td>Linked Data</td>
<td></td>
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<tr>
<td>*Authority control (MARC)</td>
<td>Mavis</td>
</tr>
<tr>
<td>*Authority control (DC)</td>
<td>Liz</td>
</tr>
<tr>
<td>*BIBFRAME</td>
<td>Melanie</td>
</tr>
<tr>
<td>*PREMIS</td>
<td>Becky</td>
</tr>
<tr>
<td>*RDA/RDF</td>
<td>Melanie</td>
</tr>
<tr>
<td>*Research Data</td>
<td>Andrea</td>
</tr>
<tr>
<td>Schema.org</td>
<td>Kurt</td>
</tr>
<tr>
<td>Vendor efforts for Linked Data</td>
<td>Kurt</td>
</tr>
<tr>
<td>PREMIS</td>
<td>Becky</td>
</tr>
<tr>
<td>RDA</td>
<td>Melanie**</td>
</tr>
<tr>
<td>Research Data Cataloging</td>
<td>Andrea</td>
</tr>
<tr>
<td>Rights Management</td>
<td>Spencer</td>
</tr>
</tbody>
</table>
Split into two kinds of responsibilities:

- Specialties = Standards competencies
- Technical = Systems competencies + Skills and Abilities competencies

<table>
<thead>
<tr>
<th>Technical Competencies</th>
<th>Assigned group</th>
</tr>
</thead>
<tbody>
<tr>
<td>MarcEdit</td>
<td>Andrea</td>
</tr>
<tr>
<td></td>
<td>Kurt</td>
</tr>
<tr>
<td></td>
<td>Liz</td>
</tr>
<tr>
<td></td>
<td>Melanie</td>
</tr>
<tr>
<td></td>
<td>Seth</td>
</tr>
<tr>
<td>OpenRefine</td>
<td>Andrea</td>
</tr>
<tr>
<td></td>
<td>Anna</td>
</tr>
<tr>
<td></td>
<td>Liz</td>
</tr>
<tr>
<td>XML/XSLT</td>
<td>Liz</td>
</tr>
<tr>
<td></td>
<td>Andrea</td>
</tr>
<tr>
<td></td>
<td>Anna</td>
</tr>
</tbody>
</table>
Process: Responsibilities

- Responsible parties agreed to:
  - Seek out professional development opportunities
  - Train the rest of the unit
  - Advise the unit on any application for the skills
  - For technical competencies, find concrete applications of technical skills
Implementation

- Lunch Time Discussion Groups
  - No set time - takes place as needed
  - Called by “specialist”
  - Material distributed 1-2 weeks prior
  - Environment kept light
  - Invite administration or outside library colleagues, as needed
Implementation

- OpenRefine Training
- Data Carpentry
- Function-based training
- Implemented new batch editing process for music uniform headings
Implementation

XML Group – 2018, Year of XML

- Learns XML
- Incorporates key pieces of learning into workflows
- Teach rest of staff (including assistant, professionals):
  - How to complete the workflows
  - Any underlying foundational concepts needed
- Conducts a monthly training – including non-CMS staff
<table>
<thead>
<tr>
<th>Goal</th>
<th>Activity</th>
<th>Lead</th>
<th>Team Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal #1: Simplify and increase efficiency of database maintenance and correction</td>
<td>Activity #1: Streamline metadata procedures and create a comprehensive application profile for digital collections</td>
<td>Andrea</td>
<td>• Anna&lt;br&gt;• Seth&lt;br&gt;• Liz</td>
</tr>
<tr>
<td>Goal #2: Increase visibility and outreach of cataloging and metadata workflows and impact</td>
<td>Activity #1: Conduct workshops with other departments, such as Table Talks, in order to demonstrate the work or workflows of the unit</td>
<td>Kurt</td>
<td>• Melanie&lt;br&gt;• Barb</td>
</tr>
<tr>
<td>Goal #3: Contribute to the scholarship and knowledge of the cataloging and metadata field</td>
<td>Activity #1: Publicly share developed procedures and policies with other catalogers and metadata professionals in the field&lt;br&gt;Activity #2: Create a scholarship interest group to develop collaborative scholarship in the department and increase scholarly publications</td>
<td>Becky</td>
<td>• Andrea&lt;br&gt;• Melanie&lt;br&gt;• Liz&lt;br&gt;Spencer</td>
</tr>
<tr>
<td>Goal #4: Prepare for changing standards in the field and the subsequent impact on workflows, content management systems, and staffing.</td>
<td>Activity #1: Research and train on ways to begin implementing linked data using the systems and technology we have now&lt;br&gt;Activity #2: Organize a monthly professional development training schedule, emphasizing upcoming standards/issues that will impact cataloging and metadata, including: RDA, FRBR/LRM, PREMIS, Research Data metadata standards, Authority Control., BIBFRAME, EAD3, etc.</td>
<td>Andrea</td>
<td>• Anna&lt;br&gt;• Spencer&lt;br&gt;• Becky&lt;br&gt;Melanie</td>
</tr>
<tr>
<td>Goal #5: Improve turn around time and project goal completion</td>
<td>Activity #1: Improve the average turn around time for material being cataloged in the unit</td>
<td>Liz</td>
<td>• Seth&lt;br&gt;• Spencer&lt;br&gt;• Becky</td>
</tr>
</tbody>
</table>
Goal Setting

Cataloging and Metadata Services

Goal and Activity Planning 2017
Team: Melanie, Kurt, Barbara, Seth

Goal number: #4
Goal Statement:
Prepare for changing standards in the field and the subsequent impact on workflows, content management systems, and staffing.

Activity number: #2
Activity Statement:
Organize a regular professional development training schedule, emphasizing upcoming standards/issues that will impact cataloging and metadata, which can include: RDA, FRBR/LRM, PREMIS, Research Data metadata standards, Authority Control, HIBFRAME, EAD3, etc.

Deliverables
Please list what will be done to complete this goal.

- Identify 3 Topics/Issues from Department
  - Cataloging/Metadata tools (e.g. OpenRefine, but also MarxCat, 7, etc.)
  - Mendeley
data visualization
- Provide at least 1 training for each of the three topics/issues (possibly work w/Goal 2: Activity 1 (lead: Kurt))
- Extra: table talk or poster session or similar outreach to library, to profession, etc. (will work w/G2: A1: Kurt)

Action Plan and Timeline
Please list all steps necessary to complete this goal. Include the time frame of when they will be completed

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Send out list of possibilities to be read by CMS before the meeting</td>
<td>December 1, 2017</td>
</tr>
<tr>
<td>Information gathering; discuss possibilities at regular December CMS meeting, with vote on three top topics/issues.</td>
<td>December 5, 2017</td>
</tr>
<tr>
<td>Arrange training on first of three topics</td>
<td>By March 2018</td>
</tr>
<tr>
<td>Assess for new training possibilities at unit meeting</td>
<td>June 2018</td>
</tr>
<tr>
<td>Arrange training on second of three topics</td>
<td>By July 2018</td>
</tr>
<tr>
<td>Arrange training on third of three topics</td>
<td>By November 2018</td>
</tr>
</tbody>
</table>

Key Challenges
Please list any problems or issues that will need to be addressed before this goal can be completed.
- May not find useful training or be able to develop our own
- New standard or issue may come up during the year, requiring setting aside one of the chosen topics
- Scheduling issues

Technology and Tools Needed
What tools and technology will be needed to implement this goal.
- Department laptop
- Room 204 or Technical Services Conference room
- Other programs, depending on topics/issues chosen

Personnel and Roles
List the staffing will be needed to implement this goal and what their roles and responsibilities will be. Please include specifics, as needed, such as percentages of time expected.
- Expert in setting up webinars (Kurt)
- Other unit members depending on topics chosen: to provide training (if expert), or identify needs for training
- Melanie/Kurt – will be point persons for this goal/activity

Budget
List the anticipated budget needs.
- TBD – communicate to Liz for all costs

Assessment plan
Outline the processes needed to measure qualitative or quantitative data to show: 1) the benchmarks for achieving this goal, and 2) measurements of deliverables for this goal. What will you need to submit the final annual report?
- List of trainings given in 2018
- Assessment on use of trainings, including survey and discussion at unit meeting
- Touch base meeting in middle of year to see how we are doing/or if one or more topics need changing

Communication Plan
Outline the plan for communicating the progress and needs for this goal. Include the methods and frequency of communication with the unit members, division members, library staff, or administration, as appropriate.
- Meetings
- Email
- Person to person

Stakeholders
Please identify the stakeholders who will benefit from this goal and how it will improve their experience in the library
- CMS members
- Library staff
- Patrons
Assessment

- Annual Unit Report
  - Goal teams and specialty/technical leads

- Annual Evaluation and Discussion
  - Emerging technologies and standards to consider
  - Obsolete technologies and standards to discontinue
  - Effectiveness

- Yearly review/evaluation
  - Performance evaluations for accountability and to assess that they are reaching toward Core Competencies
  - View for work plan to make sure it is not overwhelming
Reflections

What would we do differently

- More documentation
- Explaining our process outside of CMS better

What we felt had biggest impact or went well

- Organized way to approach professional development makes it more manageable
- Inclusion of everyone, particularly in teams, helps create comradery and collaboration
- Influenced the goals we set as a unit
- Demonstrated to administration that we were actively pursuing professional development and could handle new and emerging issues
References

Questions?

Contact Information

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