



RAILS Cataloging Working Group

RECOMMENDATIONS

Presented to the RAILS Consortia Committee
October 16, 2017

About These Recommendations

Guided by its charge, the Cataloging Working Group's objectives included:

- Understanding the current cataloging landscape in the RAILS service area and beyond, across all types and sizes of libraries.
- Assembling recommendations for use by RAILS member library staff in their cataloging work. While these recommendations focus on consortial cataloging, many of the principles and practices discussed apply to standalone libraries as well.
- Helping to guide the priorities of RAILS services related to cataloging, particularly in the areas of continuing education and possible supplemental cataloging activities.

Most libraries and consortia have existing cataloging practices, and many have existing training plans. The Working Group encourages libraries and consortia to review these recommendations and look for opportunities to tune up existing standards and practices, or to develop new consistent practices in areas that are currently not standardized.

Recommendations

Best Practices

With ease of resource sharing as a priority, aims to set a baseline standard for bibliographic description in general, encourage consistent practices within and across consortia, and focus on key specific issues with the greatest potential impact on the patron experience.

Competencies and Training

Outlines core competencies for cataloging staff, and recommends the development of a core training curriculum for basic cataloging skills, supplemented with a strong program of cataloging workshops on more advanced and future-focused topics.

Other Recommendations

Cataloging Mentors

Many cataloging staff have minimal formal training and would benefit from having a reliable contact person to help get them authoritative answers to the questions that come up in their work. RAILS should consider developing and promoting a mechanism – possibly leveraging the existing consulting directory – to connect willing mentors with individuals who could use their informal and occasional assistance.

Contracted Cataloging Services

Many RAILS libraries have unmet cataloging needs, particularly in the areas of original cataloging and world languages cataloging. RAILS should explore the feasibility of providing or subsidizing contracted services for original cataloging and other specialized cataloging needs.

RAILS Cataloging Working Group

The RAILS Cataloging Working Group was appointed by the RAILS Consortia Committee and convened in 2016-2017.

Charge

- Review available information on cataloging practices among consortia in Illinois and other states and gather additional information as needed
- Define levels of cataloging competencies
- Recommend best practices for cataloging in a consortial environment
- Advise on core staff competencies and training needs for cataloging and metadata management
- Identify high-priority areas of cataloging needs and recommend ways in which RAILS can help meet those needs

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Best Practices for Consortial Cataloging

RAILS Cataloging Working Group Recommendations

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Introduction

Every consortium faces challenges in reaching consensus on issues while preserving flexibility for individual libraries, and practices vary widely across consortia. These recommendations aim to set a baseline standard for bibliographic description in general, promote consistent practices within consortia, encourage the evolution of standard practices across consortia, and focus on key specific issues with the greatest potential impact on the patron experience.

Quality cataloging helps ensure good stewardship of library resources, providing access to collections for local users and facilitating resource sharing for members of integrated library system (ILS) consortia and other resource sharing projects. Whether they physically visit the library or access library services online, cataloging empowers users to fulfill the four tasks of the [Functional Requirements for Bibliographic Records \(FRBR\)](#): Find, Identify, Select, Obtain.

As libraries move toward increased outsourcing of technical services functions and face budget challenges and staffing reductions, data quality can suffer. Working cooperatively, consortium members and staff can ensure sustained quality and usefulness of library data and valuable sharing of staff expertise. Keeping in mind future use when creating and maintaining quality catalog data allows for participation in newer initiatives like linked data and BIBFRAME and ensures the preservation of bibliographic description (e.g., not removing FAST headings or standard identifiers).

The best practices outlined in this document are intended as a baseline to complement, not supersede, existing local, state, national, and international standards and best practices adopted by RAILS consortia and individual libraries. While strongly recommended, these cataloging best practices should not be interpreted as “rules” that RAILS members are required to follow. RAILS member libraries that belong to a consortium should collaborate with consortial staff to ensure compliance with cataloging standards specific to that consortium.

Audience

As the product of a working group charged by the RAILS Consortia Committee, the primary audience for this document is ILS consortia and member libraries of consortia. However, many of these best practices will be relevant to standalone libraries that do not belong to an ILS consortium, and can contribute to ease of resource sharing.

Scope

The scope of this document weights general, system-agnostic cataloging principles over specific varying possibilities across different ILSs. As such, this document generally excludes discussion of issues that are actually aspects of ILS and online public access catalog (OPAC) configuration, not cataloging. These issues include but are not limited to audience levels, matching points, facets, GMDs, BISAC headings, and FAST.

ILS Parameters

An aspect of ILS configuration worth noting as being of particular concern in a consortial environment, however, is location codes and other parameters that could get unwieldy, cause confusion, and inhibit resource sharing. The variation and number of shelving location, item format, and other parameters used to catalog library holdings in the ILS will differ among consortia, depending on the ILS and OPAC

configurations and the size and scope of their member libraries' collections. In order to reduce patron confusion and ease resource sharing, consortia should consider the following:

- Staff at each library should agree upon and thoroughly document the ILS parameters that will best describe the collection.
- Consortia should maintain easily accessible lists of ILS parameters for their membership and provide guidance to ensure members select the parameters most appropriate for their collections.

Metadata

MARC records in the ILS represent just one form of library metadata. This document does not include best practices for creating or maintaining metadata for digital collections. Consult the work of the Illinois Digital Heritage Hub and the Digital Public Library of America as a start for authoritative guidance on metadata creation and standards.

Authority control

All consortia and their member libraries are encouraged to perform authority control for name, series, and subject access points, either at the time of cataloging (ideally on the master record in a shared bibliographic utility such as OCLC WorldCat or SkyRiver) or by consortial collaboration with a third-party authorities vendor. Authority control is crucial because it ensures the access point is in compliance with the preferred form of that access point in authority files maintained by the Library of Congress, the National Library of Medicine, the National Agricultural Library, and other thesauri. Authority control not only results in consistent entry of the access point, it also collocates together all bibliographic records that use that particular access point, which in turn improves searching for users in the ILS and OPAC. Authority control will be an increasingly vital component for the success of library linked data projects, in which bibliographic data is created or converted to be interoperable with existing online data to improve libraries' web presence and the discoverability of their collections.

RAILS Core Elements

Certain core elements of a bibliographic record should be present in order to provide a baseline level of description to ensure quality databases across RAILS. These elements are strongly encouraged for inclusion in the bibliographic record, if they are applicable to the item that is being cataloged and if the information is available. This Core complements the Library of Congress RDA core element set and already established consortial guidelines. The RAILS Core may not apply to all types of records, particularly temporary and permanent local-only records. The RAILS Core is presented in the context of the OCLC Bibliographic Formats and Standards, but the display of these elements will vary in ILSs and OPACs. OCLC links are provided for reference only.

RAILS Core Element Set

MARC Code or Field	Description	Further Information
Form	Form of Item	http://www.oclc.org/bibformats/en/fixedfield/form.html
ELvl	Encoding level	http://www.oclc.org/bibformats/en/fixedfield/elvl.html
TMat	Type of Visual Material	http://www.oclc.org/bibformats/en/fixedfield/tmat.html
Lang	Language Code	http://www.oclc.org/bibformats/en/fixedfield/lang.html
Audn	Target Audience	http://www.oclc.org/bibformats/en/fixedfield/audn.html
DtSt	Type of Date/Publication Status	http://www.oclc.org/bibformats/en/fixedfield/dtst.html
Date1 Date2	Dates	http://www.oclc.org/bibformats/en/fixedfield/dates.html
N/A	Title Control Number	Each bibliographic record in a shared bibliographic utility may be assigned a unique accession number, for example, the OCLC title control number or SkyRiver number. Display may vary by ILS.
010	Library of Congress Control Number (LCCN)	http://www.oclc.org/bibformats/en/0xx/010.html
020	International Standard Book Number (ISBN)	http://www.oclc.org/bibformats/en/0xx/020.html
022	International Standard Serial Number (ISSN)	http://www.oclc.org/bibformats/en/0xx/022.html
1xx	Main Entry—Names	http://www.oclc.org/bibformats/en/1xx.html
245	Title Statement	http://www.oclc.org/bibformats/en/2xx/245.html
246	Varying Form of Title	http://www.oclc.org/bibformats/en/2xx/246.html
250	Edition Statement	http://www.oclc.org/bibformats/en/2xx/250.html
264	Production, Publication, Distribution, Manufacture, and Copyright Notice	http://www.oclc.org/bibformats/en/2xx/264.html
300	Physical Description	http://www.oclc.org/bibformats/en/3xx/300.html
336	Content Type	http://www.oclc.org/bibformats/en/3xx/336.html
337	Media Type	http://www.oclc.org/bibformats/en/3xx/337.html
338	Carrier Type	http://www.oclc.org/bibformats/en/3xx/338.html
340	Physical Medium	http://www.oclc.org/bibformats/en/3xx/340.html
344	Sound Characteristics	http://www.oclc.org/bibformats/en/3xx/344.html
346	Video Characteristics	http://www.oclc.org/bibformats/en/3xx/346.html
347	Digital File Characteristics	http://www.oclc.org/bibformats/en/3xx/347.html
490	Series Statement	http://www.oclc.org/bibformats/en/4xx/490.html
500	General Note	http://www.oclc.org/bibformats/en/5xx/500.html
505	Formatted Contents Note	http://www.oclc.org/bibformats/en/5xx/505.html
520	Summary Note	http://www.oclc.org/bibformats/en/5xx/520.html
6xx	Subject Added Entry—Names	http://www.oclc.org/bibformats/en/6xx.html
650	Subject Added Entry—Topical Term	http://www.oclc.org/bibformats/en/6xx/650.html

MARC Code or Field	Description	Further Information
651	Subject Added Entry—Geographic Name	http://www.oclc.org/bibformats/en/6xx/651.html
655	Index Term—Genre/Form	http://www.oclc.org/bibformats/en/6xx/655.html
7xx	Added Entry—Names	http://www.oclc.org/bibformats/en/7xx.html
800	Series Added Entry—Personal Name	http://www.oclc.org/bibformats/en/8xx/800.html
830	Series Added Entry—Uniform Title	http://www.oclc.org/bibformats/en/8xx/830.html

Choosing and Upgrading Records

Practices for choosing records

Choosing the best record for cataloging requires comparing the item in hand to existing bibliographic records. Bibliographic records created by national libraries, especially the Library of Congress, are recommended because their records usually contain the most complete description. Be aware that records with some encoding levels (including 3, 8, K, and M) may need to be upgraded. These encoding levels are clues to a possible incomplete record, but the encoding levels listed may not be exhaustive of those values that need to be upgraded. Consortial policies should be considered, and consortia should consider adopting a list of approved sources for records to help ensure quality.

Listed below are key elements to compare when choosing either to attach an item to a bibliographic record in a consortium catalog, or to bring a new record into the catalog.

Books

020	ISBN
1xx/7xx	Author/illustrator/translator
245	Title and statement of responsibility
250	Edition
26x	Publisher information
3xx	Physical description
490/8xx	Series
500	Notes, including additional materials, i.e., reader's guides

Audiovisual

020	ISBN
024	UPC
028	Publisher number
245	Title
250	Edition, including Widescreen vs. Full screen
26x	Publisher information
3xx	Physical description, including Blu-ray vs DVD
511	Cast
508	Production credits
7xx	Added entries

Practices for upgrading records

When possible, bibliographic records should be contributed to a shared bibliographic utility (such as OCLC or SkyRiver) and/or shared via Z39.50 to allow access by other libraries for cataloging and resource sharing, rather than simply editing the record in the local system.

Best practice is to upgrade records in the bibliographic utility as necessary (including records with encoding levels 3, 8, K, and M). This might include adding standard numbers, correcting title information, adding a physical description, notes and/or subject headings. See section on RAILS Core Elements for a list of elements important in a bibliographic record.

Original cataloging or upgrading an existing record should follow RDA rules. This may require upgrading an AACR2 record or an RDA/AACR2 hybrid record.

Guidelines for and assistance with upgrading an existing record or adding a new record can be found in several sources—online, print, and classes. Consult the References section for more information.

Considerations for Consortial Cataloging

This section highlights issues on which consortia need to find consensus and agree on consistent practice. Not all recommendations will be prescriptive. We recommend that consortia look to the practices of other consortia when appropriate, finding opportunities to develop alignment across consortia while agreeing on consistent internal practices.

Documentation is important for disseminating consortial practices throughout a consortium, as well as to facilitate sharing with other groups. We highly recommend thorough documentation of all practices, reviewed on a regular basis, written and formatted with attention to usability for staff at all levels of cataloging skills.

General Considerations

Locally created bibliographic records

Locally created bibliographic records can be used to provide access to selected library material types, such as ephemera, equipment, realia, library-assembled resources, and other materials, which are not intended for resource sharing outside of the consortium. These records can be temporary or permanent in nature.

For the purpose of identification, reporting, and automated system processes, it is recommended that each consortium define a standard local/on order note in a specific 59x or 9xx MARC tag. Other configuration options for identifying local records, such as custom catalog record formats, may be feasible depending on the ILS.

Examples of pre-defined local record note:

592 ON ORDER

599 LOCAL RECORD

945 OCLC DO NOT SET

977 PRE-CAT

Temporary local records can be created for new titles ordered for library collection (on-order/pre-cat records), interlibrary loan items, etc. Temporary local records should be routinely monitored by consortia and their member libraries to ensure removal when they are no longer needed (e.g., the ILL item is returned to the lending library) or replaced by full records from a bibliographic utility (e.g., the on-order item arrives at the library and is ready to be fully cataloged). Temporary and on-order/pre-cat records should contain a minimum of the following information (if available) for identification and record matching:

- ISBN or other standard number
- Author
- Title
- Edition or format
- Pre-defined local record note

Permanent local records can be created for nonstandard library formats, like equipment, realia, and library-assembled resources. Permanent local records should meet the minimum requirements for consortium cataloging standards, including (if applicable):

- System/fixed fields with proper type of the record
- Creator(s)
- Title
- Production, manufacture, distribution, etc.
- Description (3xx field(s))
- Content, summary or general note(s)
- At least one subject heading
- Pre-defined local record note

For the purpose of sharing records in the consortial catalog, for commercially available items, including equipment, it is recommended to not include locally specific information in the bibliographic record. Local information should be entered as a note on the specific library's call number/item record.

[Single Multi-volume vs. Separate Bibliographic Records for Sets and Series](#)

The decision of whether to use single multi-volume records vs. separate bibliographic records for series and sets should be based on providing the best possible patron experience.

A single multi-volume bibliographic record describes items with a common title or series title, but can share authors and subject access points. Single records result in fewer records in the ILS and OPAC, which allow users to locate a title quickly and easily identify the available holdings. With a single record, however, the bibliographic description may not be as rich, in regards to contents and summary notes, or subject headings. In some consortial ILSs and OPACs, single records are also slow when searching, displaying, or cataloging since they can be unwieldy in the number of libraries' holdings attached to them.

Examples:

1. Items are released at one time, packaged as a single unit (*World Book Encyclopedia, Sopranos Season 3*)
2. Each part is numbered but does not have its own volume title (*Naruto, vol. 72*)
3. Monographic serials, items with same title but differing years (*Fodor's Alaska, Barron's ACT*)
4. Monographs where the content of each part is sequential, but may not necessarily be understood on its own (*History of the Popes, in 3 volumes*)
5. Frequently published periodicals whose issues circulate separately but are cataloged on a single record for that title because issue-specific bibliographic description is unnecessary (*People, Time*)

Separate bibliographic records for each volume should be used if there are significant differences in authors and illustrators, subject headings and summaries just for that one item, and if each part can stand alone. Separate records clarify the scope of the content for patrons and staff better than single records that are usually generic in their bibliographic description. In some consortial ILSs and OPACs,

separate records also alleviate slowness when searching, displaying, or cataloging since their attached holdings are not as unwieldy as those attached to single records. Cataloging each piece means there would be more bibliographic records in the catalog, which can be more time-consuming to create and maintain, but staff and patrons will benefit from fuller detailed access.

Examples:

1. Science and geography sets, where e.g. vol. 1, Volcanoes; vol. 2, Tsunamis; vol. 3; Earthquakes; or vol. 1, England; vol. 2, France; vol. 3, Germany.
2. The Harry Potter book series, where each has a different title and plot, but the same author
3. Monographic serials, such as *Fodor's Alaska 2016*
4. Stand-alone episodes of television series (*PBS Secrets of the Dead: Cleopatra's Lost Tomb*)

Print Materials

Graphic novels

In some ILSs, holds are easier for patrons and circulation staff when graphic novels are on serial records, and others when each title, volume, or part are on separate records. Regardless of the type of record chosen, libraries and consortia should take these perspectives into account and maintain consistency within their database as much as possible. Considerations when cataloging:

- When cataloged as monographs: Common title. †n Volume/number, †p Part title
 - Example: Suicide Squad. †n Vol. 2, †p Going sane
- Could be cataloged as serials if no part titles exist (common title)
 - Example: Naruto
- Include subject headings and genre headings:
 - Example: 655 _7 Graphic novels †2 lcgft
- Include 700 for writers and artists (many readers look for these)
- Include relator codes for each added entry, using the terminology given in the resource.

Examples:

700 1_ Lotay, Tula, †e artist.

700 1_ Heisler, Michael, †e letterer.

700 1_ Atiyeh, Michael, †e colorist.

For more options and standardized vocabulary, see the MARC Code list for relators – <https://www.loc.gov/marc/relators/relaterm.html>

Books with CDs

Depending on the library's policy or the content of the CD, a library may choose to circulate the book either with or without the CD. Whether or not the items circulate together, the bibliographic record should reflect the entire item, and a consortium should consider agreeing on a consistent consortium-wide practice. A note should be made in the call number or item record indicating whether the accompanying material is available.

The bibliographic record should include the following fields:

006 (for accompanying material)
007 (for sound recording, text, or video recording as needed)

020 ISBN (with qualifier) if different from book

300 Physical description should include a †e.

Examples:

300 32 pages : †b illustrations ; †c 24 cm + †e 1 audio disc (digital ; 4 ¾ in.)

300 32 pages : †b illustrations ; †c 24 cm + †e 1 videodisc (sound, color ; 4 ¾ in.)

3xx In addition to the 3xx fields for the book, additional 3xx fields should be added to reflect any accompanying material

Large vs. larger print

Large print materials are set in a type size larger than normal for use by individuals with low vision. According to the National Library Service for the Blind and Physically Handicapped of the Library of Congress (<http://www.loc.gov/nls/reference/guides/largeprint.html>), most large print materials are printed in 16 or 18-point font. The minimum font considered to be large print is 14-point. Consortia may make their own determination regarding font size for their large print collections since “larger print” books are often not large enough for use by the visually impaired.

Following are examples of the fields unique to cataloging large print books:

Fixed Field

Form: d (Indicates item is in a large print format)

Variable Fields

250 Center Point Large Print edition.

300 359 pages (large print) ; †c 24 cm (qualifier optional)

340 †n large print (16 point) †2 rda (Use of font size when readily available is suggested)

655 _0 Large type books.

Paperbacks on hardcover records

A consortium should have clear criteria, guided by patron experience, as to when a paperback item can go on a hardcover bibliographic record and when it cannot. It is recommended that library bound/prebound book ISBNs (Paw Prints, Turtlebacks, etc.) be added to the regular hardcover or paperback record, if applicable.

Things to consider:

- Acceptable size differences between hardcover and paperback versions, including trade paperback and mass market
- Acceptable differences in pagination

When deciding if a paperback book can go on a hardcover record, all essential descriptive areas must match, including:

- Author
- Title
- Publisher (or belonging to the same publishing house)
- Series information
- Physical description

Guidelines for acceptable variations can include (consortial guidelines may vary):

- Difference in pagination up to 5 numbered pages
- Difference in spine measurement up to 2 centimeters
- Addition of unnumbered page excerpts

If any of the above conditions are not met, the paperback should have its own bibliographic record. A different bibliographic record should also be required if the paperback book includes a reader's guide, discussion questions, or other supplementary content.

Audiovisual Materials

Multi-disc video sets

There are many issues for a library or consortium to consider when determining whether to circulate a multi-disc set as issued by the publisher, or to split the set in order to circulate the discs separately. Circulating set discs separately can increase patron access and library circulation, but it can present a number of tradeoffs in the patron experience as well as with internal workflows. Multi-disc sets may include Blu-ray + DVD combo packs, television series, movie collections, etc.

- Adult television shows typically need to be viewed in sequence so splitting a set can make it difficult for patrons to view the series. The majority of children's television shows do not have storylines that require viewing the episodes in order so splitting a set is not a problem.
- If a library chooses to circulate multi-disc sets, the library's loan period should allow sufficient time for a user to view all the discs in the set.
- Splitting a set can make it difficult for staff to fulfill interlibrary loans correctly, and for users to easily place holds on desired items.
- Bibliographic records may not exist for the individual discs in a set, requiring original cataloging or waiting for bibliographic records to be created. This can result in additional staff time for the processing and cataloging of separate discs.
- When the set UPC code is used in the bibliographic records for individual discs, it can cause confusion in the catalog. For clarification, records should indicate if discs were originally part of a set.

Retail vs. rental DVD or Blu-ray editions

A consortium should have clear guidelines on handling retail and rental DVDs and Blu-rays, as there are often differences between the editions. Factors to consider are:

- Different street dates
- Bonus features which may be on one version and not on the other
- Differences in the number of discs (Be especially careful with Blu-ray combo packs. If separating them, the number of discs should match the record chosen.)
- Different ISBNs or UPCs

- Patron holds on retail and rental bibliographic records
- Add ISBN qualifier to distinguish editions if not already present
- Leave edition statement in if separate records are being used

Foreign Language Film Titles (alternate title)

Due to limitations of system displays, it may be general practice to use the English version of the title of the motion picture (often found on the packaging or label) rather than the original foreign-language title (often found on the title screen of the motion picture). A consortium should agree on a standard practice.

If using the English-language version of a foreign language title in the 245, include a 500 note “Title from container”. If possible, include a 130 with the title in original language, or the Romanized version if original language is in non-Roman font (i.e. Japanese).

Examples:

130 0_ Kaze no tani no Naushika (Motion picture)

245 1_ Nausicaa of the valley of the winds

Or:

245 00 Kaze no tani no Naushika = ꜑b Feng zhi gu = Nausicaa of the valley of the winds

Include as many 246 “alternate titles” as needed.

246 1_ ꜑i Title on disc label in English: ꜑a Warriors of the wind

246 31 Nausicaa of the valley of the winds

246 1_ ꜑i Also known as: ꜑a Warriors of the wind

RDA lists preferred sources for title from the title frame of the motion picture. If unable to read or type this title, use the disc label or the container insert.

- If it is a translation or dubbed movie, include 130 field with original title and language of translation
- Include 246 with English title translation, especially if container has English title only
- See OLAC Video Language Coding Best Practices (esp. pages 4-10)
http://olacinc.org/drupal/capc_files/VideoLangCoding2012-09.pdf

E-books and Electronic Resources

Libraries may seek to use bibliographic records to make subscription or freely available e-content discoverable in the ILS and OPAC. E-resources include (but are not limited to) ebooks, online articles, streaming videos, self-paced courses, and websites.

Records that describe e-resources are often already available in shared bibliographic utilities such as OCLC WorldCat and SkyRiver, but e-resource records may also be provided by third-party vendors. Regardless of the source of the records, the following should be ensured:

- Quality bibliographic description. E-resource records should be cataloged at the fullest level of description that will ensure the best patron experience.
- Ease of access. The 856 field is a key element. Example:
 - 856 40 |uhttp://www.lynda.com/Web-Design-tutorials/Workflow-Tools-Web-Development/533305-2.html?org=normalpl.org&utm_source=marc|zAvailable only for Normal Public Library patrons. Click here to view course details on lynda.com
- Compatibility with the ILS and OPAC. The display and indexing of the e-resource records should be compatible with existing ILS and OPAC configurations.
- Ongoing maintenance of the records, including monitoring for broken links and discontinued subscriptions.

References

This limited selection of resources is provided as a starting point for more in-depth information on various cataloging topics available online, assembled in Summer 2017. As a snapshot in time, this list may eventually contain broken links or resources that have been superseded by more current versions.

Resources that require a purchase or paid subscription are noted with a “\$.”

General Cataloging Resources

- [American Library Association Cataloging Tools and Resources](http://libguides.ala.org/catalogingtools/home)
(<http://libguides.ala.org/catalogingtools/home>)
Overview of standards underlying library cataloging, with links to sources for the tools.
- [Authorities: Format and Indexes](http://www.oclc.org/support/services/worldcat/documentation/authorities/authformat.en.html)
(<http://www.oclc.org/support/services/worldcat/documentation/authorities/authformat.en.html>)
A guide to understanding the structure of authority records in the OCLC authority file.
- [Classification Web](https://classificationweb.net/) (<https://classificationweb.net/>) \$
A browser-based online product that contains Library of Congress Classification schedules, Library of Congress Subject Headings, Children's Subject Headings, and Genre/Form terms.
- [MARC 21 Format for Bibliographic Data](https://www.loc.gov/marc/bibliographic/) (<https://www.loc.gov/marc/bibliographic/>)
This online publication provides access to both the full and abridged descriptions of every data element, along with examples, input conventions, and history sections.
- [OCLC Bibliographic Formats and Standards](https://www.oclc.org/bibformats/en.html) (<https://www.oclc.org/bibformats/en.html>)
A guide to the structure, coding practices, and input standards used in bibliographic records in the WorldCat database. It provides definitions, guidelines, and examples for entering information into WorldCat.
- [Online Audiovisual Catalogers \(OLAC\)](http://olacinc.org/) (<http://olacinc.org/>)
Contains extensive resources for cataloging all types of nonprint materials, including a wide range of digital resources as well as more “traditional” formats: video and sound recordings, video games, streaming media, websites, maps, multimedia, graphic materials, and realia.
- [RDA: General Documentation](https://www.loc.gov/aba/rda/) (<https://www.loc.gov/aba/rda/>)
Documentation and other information on RDA.
- [RDA Toolkit](http://www.rdatoolkit.org/) (<http://www.rdatoolkit.org/>) \$
A browser-based online product that allows users to interact with a collection of cataloging-related documents and resources including *RDA: Resource Description and Access*, Library of Congress – Program for Cooperative Cataloging Policy Statements, and the Music Library Association Best Practices.

- [Web Dewey](http://www.oclc.org/en-US/dewey/features.html) (<http://www.oclc.org/en-US/dewey/features.html>) \$
A browser-based online product that contains all the content from the print DDC, as well as call number updates and BISAC to DDC mappings.

Music Cataloging

- [Music Library Association](https://www.musiclibraryassoc.org/) (<https://www.musiclibraryassoc.org/>)
 - [Best Practices for Music Cataloging Using RDA and MARC21 \(2015\)](https://c.ymcdn.com/sites/www.musiclibraryassoc.org/resource/resmgr/BCC_RDA/RDA_Best_Practices_v1.1-1502.pdf) (https://c.ymcdn.com/sites/www.musiclibraryassoc.org/resource/resmgr/BCC_RDA/RDA_Best_Practices_v1.1-1502.pdf - PDF link)
 - [Supplements to Best Practices for Music Cataloging Using RDA and MARC21 \(2017\)](https://c.ymcdn.com/sites/www.musiclibraryassoc.org/resource/resmgr/BCC_RDA/RDA_Best_Practices_v1.1-1502.pdf) (https://c.ymcdn.com/sites/www.musiclibraryassoc.org/resource/resmgr/BCC_RDA/RDA_Best_Practices_v1.1-1502.pdf - PDF link)
- [Yale University Library – Irving S. Gilmore Music Library](http://web.library.yale.edu/cataloging/music) (<http://web.library.yale.edu/cataloging/music>)
Documentation of rules and procedures for music cataloging.

Continuing Education

- ALCTS YouTube channel (<https://www.youtube.com/user/alctsce>)
Features webinars from the American Library Association’s ALCTS (Association of Library Collections & Technical Services) division. Beginning on July 1, 2015, ALCTS webinar recordings older than 6 months from the live webinar date are freely available on this channel.
- LACONI cataloging workshops (<http://laconi.net/events/category/technical-services/>) \$
- RAILS cataloging workshops
Upcoming (<https://www.railslibraries.info/events/ce>) and archived (<https://www.railslibraries.info/services/ce-archives> - login may be required)

Metadata

- [Illinois Digital Heritage Hub](https://www.carli.illinois.edu/products-services/contentdm/dpla) <https://www.carli.illinois.edu/products-services/contentdm/dpla>
The Digital Public Library of America Service Hub for the state of Illinois. Includes information about and links to the collections, along with metadata best practices (Direct link to Google Doc: <http://tinyurl.com/zq3e4tp>).

Cataloging Staff Competencies and Training

RAILS Cataloging Working Group Recommendations

Introduction

The RAILS Cataloging Working Group has identified a need for more cataloging training in general across RAILS consortia libraries, with the need most critical in basic skills. In general, consortial needs exceed their ability to provide services, especially regarding training and standardization – areas that are particularly important in supporting the ongoing quality of a shared database. Some consortia partially mitigate the need for local library staff to work with bibliographic records in the ILS through centralized cataloging staff, but each consortium member library still has some level of interaction with cataloging records. Though cataloging-focused staffing is being reduced at many libraries due in part to increased outsourcing, the need for in-house staff has not gone away. Additionally, a trend toward merging circulation and technical services departments has led to many staff assuming cataloging responsibilities without formal cataloging education.

It is important for cataloging staff to continually develop their skills to more advanced levels, and in new directions, as the field continues to shift. The future of the ILS, evolution of discovery platforms and methods, and other disruptive forces in libraries and working with library data will impact all libraries and the roles of these individuals in particular. The pace of this change will vary depending on the organization. The Cataloging Working Group recommends the development of a core training curriculum for basic cataloging skills, supplemented with a strong program of cataloging workshops on more advanced and future-focused topics.

In developing the desired competencies and structural recommendations, members of the Cataloging Working Group had a series of conversations synthesizing their perspectives as working professionals in consortia, discussions within their professional networks, the 2004 Illinois Statewide Cataloging Standards, surveys of consortia and LLSAP member libraries conducted by RAILS, and the ALCTS Core Competencies for Cataloging and Metadata Professionals.

All recommendations are system-agnostic and intended specifically for libraries in consortia, though many of the principles can be applied universally and RAILS may want to consider the potential audience for training to be a mixture of staff at consortium member libraries as well as standalone libraries.

Basic Training Curriculum

The Cataloging Working Group recommends a program of cataloging training with the following characteristics and structure. Library staff participating in this training would develop the recommended competencies, particularly at the Barcoder and Copy Cataloger levels.

- Curriculum in basic cataloging skills with a plan for ongoing maintenance
 - Developed, coordinated, and/or delivered via a mix of outside contracted work and in-house RAILS staff, with feasibility to be determined by RAILS. The Working Group suggests that the curriculum be developed and sessions be delivered (at least initially) by an outside provider, with the program to be managed and maintained primarily by RAILS staff leveraging limited consulting as needed.
 - Recurring – quarterly or twice a year
 - Connected to consortial cataloging standards, national standards, etc.
 - Connected to other sources of training, networking groups and peer resources, etc.
 - Include course descriptions with prerequisites
 - Include certificates of completion or other proof of completion
- Content would be basic and rooted in established standards and best practices
 - MARC and RDA basic training, incorporating a focus on the set of core elements in the Best Practices recommendation
 - Focus of curriculum will be in developing and maintaining basic and intermediate skills, with advanced training to be considered supplementary
 - Alignment with levels described below as well as best practices and standards recommendations
 - Supplementary single sessions: handling non-OCLC records, electronic content, authority control, etc.
- Delivered in a variety of modes
 - Live training is essential – would need to be repeated at multiple sites and/or offered via videoconference
 - Include self-guided component – training handbook, videos, worksheets, recordings of live training, etc.
 - Explore partnerships with other groups and organizations (such as LACONI or MCLS) for certain sessions

Cataloging Staff Competency Levels

These levels are general recommendations and are open to interpretation based on local practices and staffing structures at individual libraries. They supplement and update the [Illinois Statewide Cataloging Standards](http://www.cyberdriveillinois.com/departments/library/libraries/cataloging_standards.html) (http://www.cyberdriveillinois.com/departments/library/libraries/cataloging_standards.html) established by the Illinois State Library in 2004, and use the category terminology established there. The categories were developed to reflect likely divisions of responsibility across multiple cataloging staff; job titles are entirely local decisions and will vary widely. Education levels noted here are used as examples, not requirements, and will not be consistent across types and sizes of libraries. Training for each level should include context for how their tasks fit into the library and the importance of following consortium guidelines.

Barcoder

Most basic level. Not likely to have an LTA or other library degree; may have other library experience. Work is focused on data entry and involves matching items to existing bibliographic records. Should be able to identify basic fields in a bib record and identify issues.

Copy Cataloger

May have an LTA but likely not an MLS; likely has library experience. Work is focused on adapting pre-existing records, and involves matching items, making edits to existing bibliographic records, and could involve authority control. May work in a single format, and may assign Dewey and fiction call numbers. Should be able to identify fields in a bibliographic record and correct issues.

Original Cataloger

Likely has an MLS and should have library experience. Work involves matching items, making edits to bib records, authority control, classification, creating original bibliographic records, and may include supervisory responsibilities.

Competency	<i>Barcoder</i>	<i>Copy Cataloger</i>	<i>Original Cataloger</i>
Understands basic cataloging terminology	X	X	X
Knows where to look on the resource for cataloging information, i.e., the prescribed sources of information	X	X	X
Understands the basics of a MARC record	X	X	X
Understands the basics of RDA	X	X	X
Understands the definition and content of item and bibliographic records	X	X	X
Knows how to choose the correct bibliographic record that matches an item	X	X	X
Knows how to add an item and any necessary fields to item record (according to library or consortium guidelines); may include adding call numbers	X	X	X

Competency	<i>Barcoder</i>	<i>Copy Cataloger</i>	<i>Original Cataloger</i>
Able to identify problems with the database or a record that should be reported to their supervisor	X	X	X
Has a basic understanding of RDA and descriptive cataloging		X	X
Has a basic understanding of MARC and how RDA principles translate into MARC		X	X
Has a basic understanding of OCLC or other source of bibliographic records in use locally, and how to identify records to be transferred into their local database.		X	X
Understands what changes their local system makes to the records		X	X
Has a basic understanding of the classification scheme in use locally		X	X
Has a basic understanding of how their system indexes and displays MARC fields		X	X
Able to identify problems that should be reported to OCLC or other record provider		X	X
Has a basic understanding of subject analysis using appropriate thesauri		X	X
Has a basic understanding of authority control and how authority records impact the local catalog		X	X
Understands how cataloging fits in to and supports library services in general		X	X
Able to collaborate and communicate effectively, with a public service orientation		X	X
Has a thorough understanding of RDA and descriptive cataloging			X
Has a thorough understanding of MARC and how RDA principles translate into MARC			X
Maintains a current understanding of working with various types of econtent records			X
Has a thorough understanding of OCLC or other source of bibliographic records in use locally, and how to create an original record in all formats			X

Competency	<i>Barcoder</i>	<i>Copy Cataloger</i>	<i>Original Cataloger</i>
Has a thorough understanding of classification using appropriate schemes; i.e. Dewey Decimal Classification, Library of Congress Classification			X
Has a thorough understanding of how their system indexes and displays MARC fields			X
Knows how to report problems to OCLC or other record provider			X
Has a thorough understanding of subject analysis using LCSH and any other appropriate thesauri			X
Has a thorough understanding of authority records and authority control			X
Has a basic understanding of other metadata structures (such as Dublin Core, BIBFRAME)			X
Has a basic understanding of methods and approaches for metadata creation, editing, and analysis			X
Has a basic understanding of exposing catalog data to the web (e.g. linked data)			X
Understands the management of cataloging functions, and application of consortial guidelines across the library			X
Able to work with contract cataloging providers			X

Other Training Recommendations

- Establish a mechanism for routinely soliciting continuing education topics from RAILS member library cataloging staff.
- Provide additional one-time or short series of continuing education events in other priority topics and/or actively promote such events presented by other groups or agencies. Priority topics at the time of writing include:
 - Cataloging nontraditional materials (kits, devices, telescopes, etc.)
 - Trends or changes in cataloging (sourced from catalogers, popular topics on AutoCat listserv, etc.)
 - Longer, more in-depth sessions on topics in basic curriculum, such as:
 - Metadata creation and management
 - Dewey Decimal System and assigning Dewey numbers
 - Authority control
 - Why RDA?
 - Digital content records