

Relevance Recognized: Value-Added Cataloging for Departmental and Digital Collections

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Abstract:

A medium-sized academic library's cataloging department describes the strategies employed when requests for materials-cataloging services from university departments outside the library, followed by the initiation of an Institutional Repository (IR) project, brought opportunities to redefine its perceived role. A service-oriented mindset facilitated the creative repurposing of staff, students, and skills in order to integrate these new formats and processes (both physical and digital) into departmental workflows. Cataloging staff rose to the challenges, gaining satisfaction with new skills learned and a sense of accomplishment at creating order from chaos.

Keywords: academic libraries; cataloging; service; value; staff; repurposing; institutional repositories; digital; departments; workflows

Article:

Many writers and speakers in recent years proclaim the death of cataloging because no one starts information searches in library catalogs. Yet some University of North Carolina at Greensboro (UNCG) departments have information resources that are not being found by patrons. How can they solve this problem and ensure their materials are available to students and faculty who need them?

Over the last few years, UNCG's University Libraries (hereafter UNCG Libraries) have received requests to catalog collections of materials from various departments outside the library. At the same time, the initiation of an Institutional Repository (IR) project at the Libraries provided a new outlet for catalogers' organization and classification abilities. These activities helped catalogers at UNCG Libraries adapt to two converging national trends—deep acquisitions budget cuts and a rising tide of digital materials—by shifting their attention to developing services for digital resources and for other departments within and outside of the library.

PART I

This first section demonstrates how the UNCG Libraries' Cataloging Department managed and planned the use of existing staff to help four non-library departments increase the visibility of their collections by including them in the library's online public access catalog (OPAC). The University Teaching and Learning Center (UTLC), which houses instructional and browsing collections of videos and DVDs, wanted to use the circulation and bookings modules of the integrated library system (ILS) in addition to cataloging its materials. The Teaching Resource Center (TRC) wanted its collections of teachers' and children's materials to be more searchable by teachers and student teachers, so they asked the library to incorporate their materials in the catalog. The Multicultural Resource Center (MRC) turned to catalogers seeking greater visibility for their center and its resources so more students would know what was available. Finally, the Interior Architecture

Department (IARC) needed to reorganize its collections of books, theses, and materials samples. After soliciting advice and guidance from librarians, this unit too wanted its resources cataloged. When the last of these projects was completed recently, the authors administered a questionnaire (Appendix) to the managers of each collection to assess their relative satisfaction with the results.

First, some background information will situate the following discussion. Established in 1891, UNCG is a Carnegie Class Doctoral and Research-Intensive University that currently enrolls about 17,000 undergraduate and graduate students in over 100 undergraduate, 63 master's, and 24 doctoral degree programs. The UNCG Libraries include Jackson (the main) Library and the Music Library and have always been innovative in connecting with patrons, being proactive in obtaining materials needed (electronic and print), creating tutorials, and leading library instruction classes. Usability studies have been done to optimize the online catalog and its highly customizable Web pages that enable patrons to seek and find materials they need, online and in the stacks. The fifteen individuals in the Cataloging Department include nine highly qualified library technicians, with three classified in the top tier, five in the middle, and one at the lowest tier. Six faculty librarian positions in Cataloging are tenure track without ranking. Length of service varies from two to thirty years, with an average of fourteen.

The UNCG Teaching Resources Center (TRC) was the first external unit to express interest in placing materials in the catalog. This unit “provides instructional materials, equipment, and services that support the students, faculty, and staff of the UNCG School of Education as well as teachers in the Triad community.”¹ When new librarian Karen Gavigan became its director in 2002, the TRC “was still using a card and pocket checkout system” that she characterizes as “an antiquated way to manage our resources.”² Although its Advisory Committee advocated using the same system used by local schools, so the TRC would model a school media center, Gavigan chose to approach the UNCG Libraries instead. “Because of access issues,” she explains, “I felt that more of our students and faculty, as well as educators in the Triad community, could better access our collection through the University Libraries system.” Those patrons should know “what was available in the collections here and at Jackson [UNCG's main library building]” and “would be better served by having access to both collections.”³

The next unit to request cataloging services was the Office of Multicultural Affairs' Multicultural Resources Center (MRC), which “contributes to the University's academic mission in providing student-centered programs that promote awareness of and respect for cultural diversity and offer opportunities to provoke thought and expand cross-cultural and inter-cultural knowledge.”⁴ Jeffrey Coleman, assistant director, notes that materials had not been cataloged when he arrived in 2005: “We were trying to develop our own check-out system and everything was done manually on paper, trying to create a paper trail.” The office needed better marketing of its resources to more users, so Coleman decided that “it just made more sense”⁵ to get them into the online catalog.

Another unit, the University Teaching & Learning Center (TLC), joined the catalog more reluctantly. The UNCG Libraries' former policy against housing videos and DVDs in Jackson discouraged its liaisons from purchasing those formats, but over the years it became clear that several academic departments required videos for instruction. After consulting with TLC's Coordinator of Media Acquisition and Circulation Nanny Foster, the Libraries decided to purchase instructional videos with collection funds but house them at the TLC. When asked to describe her overall impression of the Libraries before the cataloging project, Foster observed that it took longer for the Libraries to catalog materials than for the TLC to do their in-house version. Library cataloging provides better standardization, but the TLC requires rapid turnaround to serve faculty members who need materials for classes. Eventually, however, the TLC's antiquated circulation system failed and could not be repaired, making easier the decision to circulate its collection using the Libraries' ILS. This decision “necessitated integrating our holdings,” Foster notes. “As our titles would then be part of the University Libraries holdings, it was essential that cataloging was standardized and integrated with a union catalog.”⁶

Finally, Anna Marshall-Baker, Associate Professor and Undergraduate Coordinator with Interior Architecture, contacted Kathy Crowe, the Libraries' Associate Dean for Public Services in 2008, requesting that “someone

from the library come to our building and give us some advice regarding a means to organize this material.”⁷ The request was forwarded to Cataloging Department Head Mary Jane Conger. After meeting with Marshall-Baker to learn more about their collection, Conger wrote a proposal to include the Interior Architecture Library (IARC) as an affiliate library in the UNCG Libraries online catalog. The IARC had valuable materials that would enrich UNCG Libraries' collection as well as materials that could interest others on campus and in the wider community. A significant part of the collection was unique, with items such as “books on bamboo, e.g., as well as material samples of bamboo flooring, plyboo (plywood made of bamboo), bamboo fabric, etc.”⁸ Marshall-Baker was concerned about the “significant number of print materials and material samples that are available to our students but were not organized in any way, making it difficult (impossible?!) for students to use the resources or for the resources to be helpful.” She knew the materials could be useful to other patrons on- and off-campus, but “there was absolutely no way for those potential patrons to even know these resources existed.”⁹

For the IARC and other entities discussed here, the planning phase began as soon as the decision was made to add each unit's materials to the Libraries' online catalog. As head of Cataloging, Conger needed to determine the staff resources required to describe, analyze, classify, and add access points to the materials. In the case of TLC, UTLC, and MRC, planning included working closely with Information Technology Librarian Terry Brandsma, system administrator for the ILS (currently on SirsiDynix Symphony 3.2). Brandsma would determine policies and codes to add a new unit that would use both the cataloging and circulation systems (UTLC would also use the booking module).

The first unit to join the Libraries' catalog was the TRC. Betty Morrow, Cataloging Department Head at the time, quickly decided the department would be responsible for the cataloging even if TRC had more staff available. The UNCG Libraries have always taken pride in their online catalog with its high-quality Machine Readable Cataloging (MARC) records and customized holdings displays for optimal readability as shown in Figure 1 with example TRC records. Rather than have materials cataloged by non-catalogers in other units, staff members agreed to reassign some duties in order to absorb the new tasks. Gavigan suggested downloading catalog records from vendors as a relatively painless way to add the materials, but agreed after some discussions with catalogers that “it would be better for the TRC and the entire University Libraries collection if original cataloging was done by a Jackson cataloger.”¹⁰

<input checked="" type="checkbox"/>	1. 24 game primer. Factors/multiples [game]. Easton, PA : Suntex International, c1999-c2003.			
Mark	Call Number	Status	Location	Format
	KIT-TWE c.1	Due: 12/22/2009	Teaching Resources Center -- Checked out.	Kit
<input checked="" type="checkbox"/>	2. Spanish all about today activity center : [kit] nuestro día / [Lakeshore Learning Materials].			
Mark	Carson, CA. : Lakeshore, c2007.			
	Call Number	Status	Location	Format
	KIT-SPA c.1	Available	Teaching Resources Center -- Stacks	Kit
<input checked="" type="checkbox"/>	3. Hands-on standards : the first source for introducing math manipulatives. Deluxe ed. Vernon Hills, IL : ETA/Cuisenaire, c2006.			
Mark	Check OneFile for book reviews			
	Call Number	Status	Location	Format
	KIT-HAN GR 1-2 c.1	Available	Teaching Resources Center -- Stacks	Kit
	KIT-HAN GR 3-4 c.1	Available	Teaching Resources Center -- Stacks	Kit
	KIT-HAN GR PREK-K c.1	Available	Teaching Resources Center -- Stacks	Kit
<input checked="" type="checkbox"/>	4. Algebra 1. [Gr. 8-12] [kit] / [authors, Berchie Holliday ... [et al.]. North Carolina ed. New York : Glencoe/McGraw Hill, 2004.			
Mark	Call Number	Status	Location	Format
	TEXT MATH GR 6-8 c.1	Available	Teaching Resources Center -- Stacks	Textbook in TRC
<input checked="" type="checkbox"/>	5. Hundred penny pie [activity card]. [Fresno, Calif.] : AIMS Education Foundation, c2002.			
Mark	Call Number	Status	Location	Format
	KIT-HUN c.1	Available	Teaching Resources Center -- Stacks	Kit
	KIT-HUN c.2	Available	Teaching Resources Center -- Stacks	Kit
	KIT-HUN c.3	Available	Teaching Resources Center -- Stacks	Kit

FIGURE 1 Catalog Display Showing TRC Materials Examples.

Although UNCG Libraries use the Library of Congress Classification scheme, a Library Technical Assistant I (LTA I) in Cataloging had already learned the Dewey system to catalog children's materials for an earlier TRC project. Cindy Slater, the LTA I, was determined to upgrade her skills, expand her duties with the TRC, and absorb the cataloging of their additional materials into her regular work as a monographic and music cataloger. In recognition of her efforts, Slater's position was ultimately reclassified as LTA II—the department's first position at the higher level. In 2005, when the TRC could provide a Library and Information Science (LIS) student to work half-time on cataloging the remaining materials, Slater took on the supervision of the graduate student and the project. The Cataloging Department's Annual Report of 2005 shows that in six months, Slater and the LIS student cataloged 6669 TRC titles in a variety of formats, completing a backlog of older materials in time for the reaccreditation process at the School of Education (TRC's parent unit). Summing up the project, Gavigan describes the Cataloging Dept as “very helpful and ... eager to work with the TRC to get our resources in the online catalog.”¹¹

The Multicultural Resources Center's cataloging project was smaller in scale than the others. With no librarian in charge of the collection, discussions were more involved in describing how various choices about display, organization, and classification would affect the MRC library, but Coleman says the catalogers and Brandsma were “very receptive and gave good advice.”¹² Clara Kelly, LTA I, took on the duties of primary cataloger and liaison for TRC. Coleman describes Kelly as “very accommodating,” saying “anything I asked for, she could do it and make it faster and more efficient.” Any problem or challenge that Coleman presented, Kelly quickly resolved, resulting in “better, more efficient use of our resources, better methods of storing them and getting them online. It's a better way to let the community know what we have.”¹³ In this case, because MRC has such a wide range of formats, Kelly often enlisted the help of other catalogers in the Department, but the small size of the collection made it much easier to complete the backlog and keep current with their acquisitions. In 2005, the first year of the MRC project, 134 titles were cataloged. The MRC Web site (Figure 2) now includes a link to the Library and its catalog.

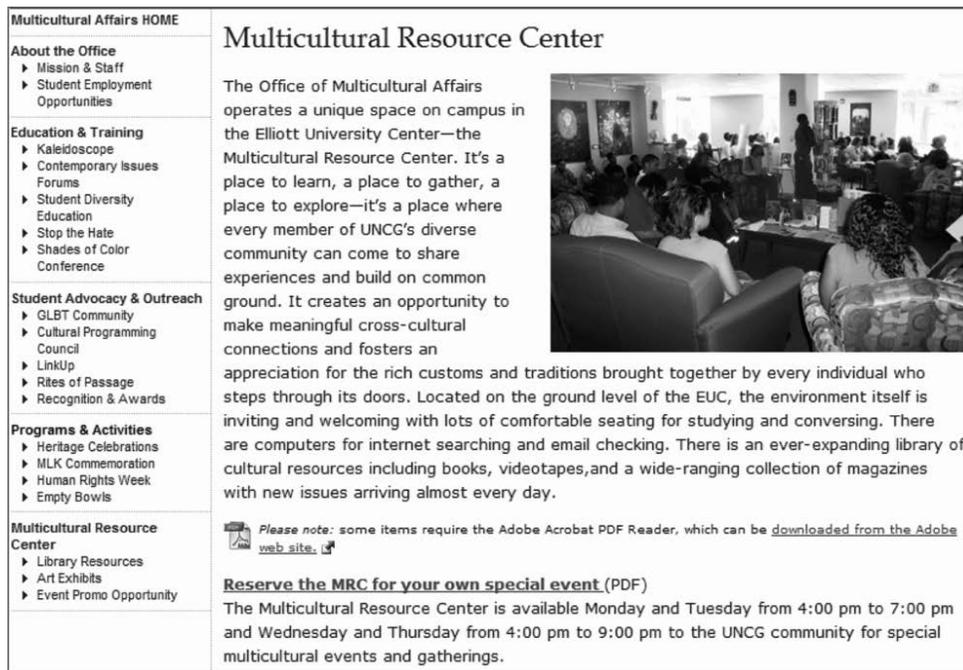


FIGURE 2 MRC Home Page with Link to Library (lower left).

After their antiquated circulation system died in 2006, UTLC was the next unit to incorporate their operation into the Libraries' ILS, and was especially interested in its SirsiDynix booking module. Over 12,000 circulation

records in their old system—most with only a title and call number—were mapped to MARC and loaded into the online catalog. Figure 3 is an example of a brief record from the migration. Again, decisions concerning policies and displays necessitated negotiations with the Head of Cataloging and the Systems Administrator, during which Foster “appreciated the staff’s willingness to listen to our concerns and develop strategies for best meeting our needs.”¹⁴

Rec_Type	g	Bib_Lvl	m	TypeCtrl		Enc_Lvl	n
Desc		Entrd	060628	Dat_Tp	n	Date1	uuuu
Date2		Ctry	xx	Time		Audience	
Accomp		GovtPub	u	ConfPub		Type_Mat	v
Tech	u	Lang	eng	Mod_Rec		Source	d

Tag	Ind.	Contents
005		200606280000.0
040		NcGU beng cAlHvSC
099		VH11680
245	00	FOR LOVE OR MONEY.
910		UTLC migration
948		06/28/2006
949		VH11680 wALPHANUM vH11680 u06/28/2006 n22 rY tAV-VIDEO lSTACKS mUTLC xAV 211202403 3LRC 4VHS
596		UTLC

FIGURE 3 Example of Brief Record from UTLC Migration.

While most titles in TRC and MRC were monographs, the UTLC materials were all either VHS or DVD videos. Cataloging had just lost a LTA I to retirement, so Conger decided to persevere and take the time to seek an upgrade of the position to LTA II. The upgrade was approved later that year. After an experienced LTA I cataloger moved into the upgraded, redefined LTA II position, UTLC materials were soon being cataloged much faster than before, which Foster noticed: “Staff members have been efficient, and there has been quicker turnaround time than anticipated.”¹⁵ Based on the model that worked for the TRC project, a LIS student was hired half time with UTLC funds to begin upgrading the brief, temporary records. Conger established routines to catalog the materials, helped with problem areas, and supervised the graduate student in cataloging 1,700 VHS and 560 DVD videos—many of which needed extensive authority and subject heading work—within the year. The example in Figure 4 is of a fully cataloged UTLC record.

Title :	The end of an era [videorecording].										
Added Title :	Revolutionary. Revolutsioner. For luck. Za schast'em/K schast'iu. Behind the screen Kulisy ekrana.										
Holdings:	<table border="1"> <thead> <tr> <th>Call Number</th> <th>Status</th> <th>Location</th> <th>Format</th> </tr> </thead> <tbody> <tr> <td>VH8655 c.1</td> <td>Available (Policies)</td> <td>University Teaching & Learning Center -- UTLC Circulation Desk (Circulation limited to UNCG faculty. Inhouse use available for students.)</td> <td>Videotape-Instructional (UTLC)</td> </tr> </tbody> </table>	Call Number	Status	Location	Format	VH8655 c.1	Available (Policies)	University Teaching & Learning Center -- UTLC Circulation Desk (Circulation limited to UNCG faculty. Inhouse use available for students.)	Videotape-Instructional (UTLC)		
Call Number	Status	Location	Format								
VH8655 c.1	Available (Policies)	University Teaching & Learning Center -- UTLC Circulation Desk (Circulation limited to UNCG faculty. Inhouse use available for students.)	Videotape-Instructional (UTLC)								
IMDb:	Internet Movie Database Link										
Publisher :	[New York] : Released by Milestone Film & Video, 1992.										
Description :	1 videocassette (91 min.) : si., b&w ; 1/2 in.										
Series :	Early Russian cinema ; v. 10										
Notes:	Silent film. One of a ten volume video anthology from Gosfilmofond, Milestone Film & Video and the British Film Institute, produced by Erich Sargeant. VHS.										
Contents :	The revolutionary = Revolutsioner -- For luck = Za schast'em/K schast'iu -- Behind the screen = Kulisy ekrana.										
Credits :	Director, Evgenii Bauer ; screenplay, Ivan Perestiani ; production company, Khanzhonkov										

FIGURE 4 Example of Fully Cataloged UTLC Record (partial display).

The IARC was the most recent unit to request cataloging for its materials. When planning was complete and catalogers started work on that project in summer 2008, the book collection had grown from the original 300

titles to over 1,000. Because most permanent staff were fully occupied with their usual responsibilities at the time, it had been made clear to IARC during negotiations that cataloging of their materials would have to assume a lower priority. Knowing her catalogers to be busy, Conger asked for volunteers to catalog the first group of monographs and periodicals on site at the IARC library; two LTA staff members expressed interest. By summer's end they had cataloged the majority of titles with decent cataloging copy, all the current periodicals, and most of the serials. With the start of the fall semester, a LIS intern and the new Diversity Resident began work on the more problematic monographs. Both were new to cataloging, and both found that the experience of describing the books and assigning call numbers and subject headings reinforced their interest in a cataloging career.

In the spring of 2009, permanent staff kept up with the IARC's new monographs and serials while the intern worked on sample books and theses. At the same time, Conger was developing procedures for cataloging samples (Figures 5 and 6 show a sample with its corresponding record.) and undergraduate theses, as well as cataloging the more challenging monographs. Two LIS practicum students joined the project in summer 2009. One concentrated on cataloging the undergraduate theses, the other on the samples, and both worked on writing a manual covering the new procedures. When asked to describe her experience with library staff, Marshall-Baker replies: "They are amazing! Mary Jane and all the various 'helpers' she has enlisted have been enthusiastic and interested in our collection of materials. They've been proactive and inspired us to make our library a more scholarly and studious environment."¹⁶



FIGURE 5 Wood Furniture Samples Cataloged for IARC.

Title:	[Wood furniture samples]			
Holdings:	Call Number	Status	Location	Format
	12.51.16-16 WO 2009 c.1	Available	Affiliate Library -- Interior Arch. Library -- 305 Gatewood Studio Arts Bldg.	Sample
INTERNET Link:	Product site for HBF Product site for Knoll Available online. Product site for Kirei Product site for Kerfkore Company			
Subject Headings:	Wood products--Samples. Furniture making--Samples. Veneers and veneering--Samples.			
Description:	1 plastic tray : samples ; 38 x 28 cm.			
Notes:	Sizes of samples vary by manufacturer. CONTENTS: HBF special finish -- Knoll techwood -- Knoll natural veneers -- Horizontal-carbonized / Greenwood Products -- Educational wood products -- Kirei Board -- Kerfkore Company interior products			
Corporate Name:	Hickory Business Furniture. Knoll (Firm).			

FIGURE 6 Wood Furniture Samples—Catalog Record Display.

In addition to those already discussed, another survey question asks these units if cataloging their materials affected their observed usage levels. The MRC reports a definite increase in the number of people coming into the Center and checking out its resources. The UTLC finds that “because titles are listed centrally, a greater percentage of the campus has access to the catalog and is aware of our holdings.”¹⁷ Many patrons who had not known the UTLC existed are now using its materials; and the increase in access points means that patrons and staff alike are able to discover more desired materials. The TRC responds that:

Circulation has grown significantly every year thanks to the availability of our records online ... [pre-cataloging circulation data is unavailable] but from the year 2005 to 2006 [the year the collection went online], our circulation increased by 75%. ... The exponential jump in circulation is the result of students, faculty, staff and educators in the community having a better awareness of our resources, thanks to the online catalog.¹⁸

IARC also indicates that their presence in the catalog has definitely improved access to their resources: “Students also check out the cataloged books and periodicals because they can actually SEE what we have ... the organization portrays a sense of significance about the materials.”¹⁹

When asked, “If you had the decision to make again, would you request that the Libraries include your materials in the online catalog,”²⁰ all units answer affirmatively. Gavigan of TRC says: “Absolutely! I can't imagine operating this collection of over 20,000 items without the use of the online catalog.”²¹ Not only are the units highly satisfied customers of the Cataloging Department's product, but staff, interns, and practicum students who did the work also express satisfaction. Asked about which accomplishment in the year they were most proud, two cataloging staffers choose “making order out of chaos in the IARC Library.” Those working with other units in previous years describe feeling rewarded when seeing those materials become available to students, faculty, and the wider community through WorldCat. The practicum students, who worked almost exclusively with IARC Library materials, write about enjoying both the practicum experience and the Department's work environment. Their knowledge of and comfort level with cataloging have increased along with the realization of how much more there is to learn. “Although cataloging is meticulous work,” one student says, “I have become much more interested in pursuing a career in cataloging and technical services”;²² another would “encourage any LIS student to spend time actually doing some cataloging.”²³

In retrospect, several key factors can be identified in the Department's successful incorporation of four external units' materials into the catalog. All concerned played a role in enabling Department staff to take on new cataloging duties in unfamiliar formats:

Department Head's Role

- Providing staff members with additional training as needed
- Updating job descriptions to reflect new duties being performed
- Closely monitoring initial activities for each project to ensure procedures are streamlined without compromising cataloging standards
- Expressing belief that cataloging staff would rise to the challenge and benefit from the experience
- Celebrating staff accomplishments as a group and as individuals

Catalogers' Roles

- Showing a can-do attitude
- Volunteering for added tasks
- Learning new formats and skills

Administration's Roles (in this case the Dean of Libraries and the Assistant Dean for Collections and Technical Services)

- Supporting the Cataloging Department in taking on new roles

External Units' Roles

- Staying flexible and open to discussion or compromise
- Thanking Cataloging Department and its individual staff members enthusiastically
- Funding student assistants, from their budgets, to work in Cataloging on the projects

To stay relevant to patrons, Cataloging Departments everywhere must plan strategically for ever-changing projects and encourage staff to adapt in new directions. Within their institution, the UNCG Libraries have earned respect and a reputation for bringing a can-do response to requests. Instead of saying they did not have the staff, would not catalog materials not purchased by the library, or could not catalog new formats and types of materials, the Department Head and staff asked, “How can we make this happen?” The questionnaire responses reveal that the various units were very satisfied with interactions with the Department, enjoyed working with its staff, and—most importantly—found their materials being heavily used after appearing in the catalog. The Department Head maximized efficiencies by analyzing workloads, allocating more routine copy cataloging to student assistants, and arranging for intern and practicum graduate students to train for and work on the special projects. Figure 7 summarizes materials cataloged (types and quantities) and staffing requirements for the projects discussed. It also helped that two of the units were willing to hire student assistants from their budgets to work in Cataloging. Finally, Department personnel enjoyed the increased variety of cataloging in their daily work. Some may proclaim the catalog is outdated and not used, but the

administrators and users of these four non-library departments would heartily disagree!

External Unit	Formats Cataloged	Total Titles	Total Copies	Unit Manager	Libraries staff required
MRC	All Formats Total	434	505	Assistant Director	Library Technical Assistant I
	MONOGRAPHS	278	306		
	SERIAL	38	45		
	VISUAL MATERIALS	118	154		
TRC	All Formats Total	18,474	20,889	Librarian	Library Technical Assistant II; Graduate Assistant, one year part-time
	EQUIPMENT	56	56		
	MANUSCRIPTS	20	30		
	MAP	9	13		
	MONOGRAPHS	17,621	19,813		
	COMPUTER FILES	39	39		
	MUSIC	158	167		
	SERIAL	23	25		
VISUAL MATERIALS	548	746			
UTLC	All Formats Total	14,234	19,031	Librarian	Library Technical Assistant II; Graduate Assistant, one year part-time
	EQUIPMENT	289	2,661		
	MANUSCRIPTS	1	1		
	MONOGRAPHS	47	54		
VISUAL MATERIALS	13,897	16,315			
IARC	All Formats Total	1286	1433	Associate Professor	Cataloging Practicum Students; Dept. Head; various LTA I staff
	MANUSCRIPTS	57	60		
	MONOGRAPHS*	1,130	1,218		
	SERIAL	80	136		
VISUAL MATERIALS	19	19			

*Includes samples and undergraduate theses

FIGURE 7 Statistics and Personnel for External Unit Cataloging Projects.

PART II

Even as the Cataloging Department was expanding services and reaching out to enfold academic departments in the library catalog, it was also finding a timely, new outlet for its catalogers' organization and classification abilities. Timely because, like other institutions across the country, the Libraries saw their funding for new materials slowing to a trickle during spring and summer 2009. Far from leaving staffers idle, however, this decrease in new book cataloging allowed the department to shift focus to cataloging the materials outside the Libraries and also to populating a new platform for discovery and access of digital materials.

UNCG Libraries' Electronic Resources and Information Technology (ERIT) team recently created a new, consortial, institutional repository (IR), the North Carolina Digital Online Collection of Knowledge and Scholarship (NC DOCKS). This digital repository, conceived as “a cooperative effort to make the scholarly output of the University of North Carolina System more available to the world,”²⁴ represents a partnership among five of the seventeen UNC campuses: UNC Greensboro, Appalachian State University, Eastern Carolina University, UNC Pembroke, and UNC Wilmington. Full-text journal articles, audio recordings, doctoral dissertations, and master's theses are among the materials included. NC DOCKS (Figure 8 is an example of the home page for NC DOCKS complies with Open Access Initiative (OAI) guidelines for metadata harvesting and is indexed by Google to enable free, world-wide access for scholars and researchers.

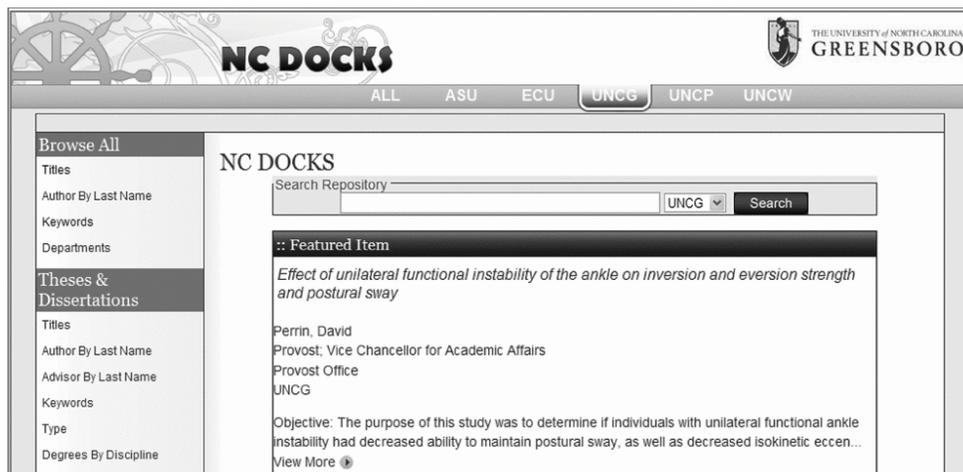


FIGURE 8 NC DOCKS IR Home Page.

The technical services departments joined the Libraries' effort to develop policies and procedures for populating this new resource. An interdepartmental IR Workflows Task Force was appointed to design workflows for acquiring, scanning, reformatting, and uploading faculty articles to the IR. Members from Administration included the Collections and Scholarly Resources Coordinator and the Assistant Dean for Collections and Technical Services. Cataloging contributed its Department Head and the (newly repurposed and renamed) Electronic Resources and Metadata (ERM) Cataloger; Acquisitions sent its Department Head and the Binding and Digital Preservation Associate; and Preservation Services offered its Manager.

The Task Force came together for four productive meetings between August 2008 and February 2009. Members established procedures for soliciting faculty submissions and for determining and complying with the associated publishing rights and requirements, which require detailed attention because of their complexity and variation. Some publishers, for example, will allow authors to re-post articles exactly as they appeared in the journal, but many will not. Some allow re-posting but impose restrictions such as requiring inclusion of a prescribed disclaimer statement or a link to the publisher's version. Finally, a few publishers still forbid any re-use whatsoever. In order to comply with publisher policies as well as the Libraries' own evolving standards, it was necessary first for the ERM Cataloger to research current practice for reformatting articles at other institutional repositories so that policies, standards, and procedures could be established. Varying amounts of reformatting become necessary when publisher agreements preclude the use of the published version and/or faculty no longer have a copy of the final version submitted (as is often the case). The library then must modify a published PDF version or create a scan from hard copy. Retyping the entire article is obviously impractical, so Optical Character Recognition (OCR) software is used to convert scanned articles to text. Staff then reformat them using Word and convert them back to PDF. Detailed proofreading is necessary to catch the inevitable OCR translation errors. Charts, images, and equations all pose special challenges: equations often must be reproduced manually or as a picture; charts, graphs, and other images may be copyrighted (by the publisher or a primary source), meaning the proofreader must decide on a case-by-case basis whether to include or omit them.

Other concerns addressed in designing the reformatting process included requirements that IR articles should be full-text searchable by Google when possible, should link back to the author's IR profile, and should conform to a consistent "look." Search engines can "see" full text in PDF only if born digital—articles scanned from hard copy must be run through OCR to make this possible. For cases when a publisher allows re-posting of a published, not born-digital PDF, the decision was made to perform OCR on just the first page so that the abstract, keywords, and so on are visible to Google et al. Because of this visibility—and resulting probability that articles would be accessed directly from Web search, not through the IR—the team decided to add hyperlinks from each front-page byline to the author's IR profile. Finally, standards were developed to provide a uniform appearance both for the faculty profiles and the articles themselves.

To implement these decisions, the task force needed to identify and purchase tools that could efficiently scan and reformat IR-bound documents and also to identify and recruit staff members with the time, ability, and interest in learning these tasks. Essential tools were acquired as funds came available and included a new scanner, OmniPage OCR and Adobe Acrobat Pro softwares, and new or upgraded PCs with dual monitors for designated work stations. When the incoming book stream declined in spring 2009, several members of cataloging and acquisitions staffs had time available to volunteer for new tasks.

With policy decisions made, tools purchased, and procedures established, production could begin in earnest. The Scholarly Communications Librarian formally presented the IR to faculty, began soliciting their contributions, and watched articles rolling in. Before long, hundreds of documents were in the pipeline being checked for rights, reformatted, and uploaded. It was time for the Task Force to transform itself into the NC DOCKS Content Processing Team. The Assistant Dean for Collections and Technical Services appointed members of the previous task force along with others who had indicated interest in the project. With processes and procedures in place, the new team needed fewer managers and more workers. Three support staffers were added for a total of six, with one professional librarian instead of the previous five. That librarian, the ERM Cataloger, assumed leadership of the new team, coordinating its efforts while continuing to solidify and document workflows and procedures. As of October 2009, 786 articles from 130 UNCG faculty members had been processed into the NC DOCKS repository.

Faculty contributions, however, are only one component of NC DOCKS content. The other component is the electronic theses and dissertations (ETDs) produced by UNCG doctoral and masters' graduates at the rate of approximately 300 per year. These documents have been submitted electronically at UNCG since 2006 and were stored temporarily on a library Web page server. With the NC DOCKS database completed, the ETD collection presented another set of challenges and tasks for cataloging personnel. First, the existing ETDs were copied from the Web page to the IR while creating an author profile and completing metadata fields for each. The very efficient E-Resources Cataloging LTA I was able to accomplish this with little delay.

Next, these ETDs needed to be cataloged. Unlike faculty articles, which are almost always indexed in academic journal databases, theses and dissertations (paper and electronic) have always received complete cataloging at UNCG to make them accessible via OCLC and the Libraries' catalog. With ETDs now being described in NC DOCKS, to create original bibliographic records from scratch as previously done would mean, in essence, cataloging them twice. To avoid such duplication of effort, the IR programmers had agreed to create a metadata export tool that would generate for each ETD a MARCXML record, which then would be converted via MarcEdit (an open-source software) into a MARC catalog record. In anticipation of this tool, the cataloging department had put ETD cataloging on hold, assuming that their availability through NC DOCKS would provide sufficient access until they could be cataloged via this metadata conversion. Partly with ETDs in mind, the IR was built to allow application of subject headings from several major controlled vocabularies including Library of Congress (LC)—but with cataloging delayed, there was no imminent need to do subject analysis for this group of ETDs.

The ERM Cataloger worked with the Libraries' programmers to develop crosswalks mapping the IR's Dublin Core metadata to MARCXML, and the export tool was completed in spring 2009. After a period of testing and troubleshooting, which required further collaboration between catalogers and programmers, it was ready to roll. The ERM Cataloger and LTA I worked out the procedure by which the IR's ETD metadata could finally be transformed into bibliographic records for the Libraries' catalog and for OCLC WorldCat. The procedure required applying LC subject headings to the IR records before their conversion. By this time, however, three graduations had occurred and a backlog had accumulated. The department now had an entire year's worth of ETDs and May was fast approaching, bringing the year's largest batch of graduates. What to do?

At UNCG, the Libraries are fortunate in having close ties with the university's School of Library and Information Studies (LIS) and thus, ready access to a group of student librarians eager for real-world experience. Cataloging is one of several Libraries departments with internships available for this purpose. While

the creation of catalog records was now semi-automated and reasonably efficient, subject analysis (as always) required the detailed attention of a professional or graduate student cataloger. Once the MARCXML tool and its procedures were complete, the ERM Cataloger trained a LIS graduate student intern to apply LC subject heading and with the intern's assistance, the E-Resource cataloging team has substantially reduced the backlog in subject analysis for ETD cataloging.

CONCLUSION

As described, joining the NC DOCKS team effort provided the Libraries' Cataloging and Acquisitions Departments with an interesting set of challenges as well as a new outlet for skill sets whose traditional activities were experiencing a slowdown. Concurrently, incoming requests for the cataloging of materials outside the Libraries provided the Departments with new sources and types of resources needing those traditional activities. When funding pressures temporarily slowed the new-book stream to a trickle and the emphasis on e-resources continued its increase, Cataloging and Acquisitions managers took advantage of these opportunities to repurpose and redirect their staffers' detail-oriented, analytical, and descriptive abilities.

Thanks to these very different projects that all involved re-purposing technical services staff and skills, a wider variety of people are now aware of the UNCG Libraries' physical and electronic resources. Cataloging and Acquisitions Departments have demonstrated that they are flexible and responsive to the changing needs of today's information environment. Finally, rising to these challenges has afforded their members the satisfaction of learning new skills along with the sense of accomplishment that comes with the creation of order from chaos.

APPENDIX: QUESTIONNAIRE FOR UNITS WITH MATERIALS ADDED TO LIBRARIES CATALOG

1. Describe your overall impression of the University Libraries before your materials were cataloged.
2. Why did you decide to request that the Libraries include your materials in the online catalog?
3. Please describe, summarize, or characterize the original response from the Libraries to your request.
4. Who was your first contact at the Libraries?
5. Who was your first contact in the Cataloging Department?
6. Please describe your impressions of staff members with whom you have worked at Jackson Library, particularly those in Cataloging.
7. Have you observed any change in levels of use since your materials were described in the catalog? Please explain.
8. Have operations of your department's library been simplified or complicated since adding materials to the Libraries' catalog? Please explain.
9. Were there any surprises in the process of planning and setting your library up for cataloging? Please explain.
10. If you had the decision to make again, would you still request that the Libraries include your materials in the online catalog?
11. Now that your materials are cataloged and made more visible, not only to faculty and students but to essentially the whole world, do you have any further thoughts to share?

Notes

1. Teaching Resources Center, "Teaching Resources Center, School of Education, UNCG [home page]," UNCG School of Education, <http://www.uncg.edu/soe/trc> (accessed December 22, 2009).

2. Karen Gavigan, "Questionnaire for units with materials added to Libraries catalog" answers, e-mail attachment to Conger, September 21, 2009.

3. Ibid.

4. Office of Multicultural Affairs, "Mission and Staff, Multicultural Affairs, UNCG," University of North Carolina at Greensboro, <http://maf.dept.uncg.edu/about/mission.html> (accessed December 22, 2009).

5. Jeffrey Coleman, interview by Mary Jane Conger, September 23, 2009, notes.

6. Nanny Foster, "Questionnaire for units with materials added to Libraries catalog" answers, e-mail attachment to Conger, October 1, 2009.

7. Anna Marshall-Baker, "Questionnaire for units with materials added to Libraries catalog" answers, e-mail attachment to Conger, September 15, 2009.

8. Ibid.

9. Ibid.

10. Gavigan, "Questionnaire" answers.

11. Ibid.

12. Coleman, interview.

13. Ibid.

14. Foster, "Questionnaire" answers.
15. Ibid.
16. Marshall-Baker, "Questionnaire" answers.
17. Foster, "Questionnaire" answers.
18. Gavigan, "Questionnaire" answers.
19. Marshall-Baker, "Questionnaire" answers.
20. Appendix, Question 10.
21. Gavigan, "Questionnaire" answers.
22. Andrea L Bottoms, "AB-Practicum Diary, Final Thoughts," 8; e-mail attachment to Conger, July 31, 2009.
23. Mary E. Desrosiers, "Practicum Journal," Conclusion, 5; e-mail attachment to Conger, June 24, 2009.
24. NC DOCKS (NC Digital Online Collection of Knowledge and Scholarship), "About Us," University Libraries, University of North Carolina at Greensboro, <http://libres.uncg.edu/ir/about.aspx> (accessed December 22, 2009).