

2019

OLAC NEWSLETTER



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THE OLAC NEWSLETTER

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Material for publication in the OLAC Newsletter should be sent to the appropriate editor. Persons wishing to review books should contact Richard Leigh and indicate their special interests and qualifications. For AV cataloging questions, contact Jay Weitz. Articles should be submitted in electronic form, using standard word-processing software, and consistent in length and style with other items published in the Newsletter. For further guidance, please check the [OLAC Newsletter Editorial Stylesheet](#). Persons wishing to nominate themselves or other OLAC members for *In the Spotlight* should contact Lisa Romano.

From the Editor

Marcia Barrett

The ALA Midwinter meetings of interest will be posted to OLAC-L in early January. Wishing everyone happy holidays and a wonderful new year!



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From the President

Thomas Whittaker



Happy Holidays all, 'tis the season for nominations!

We are currently seeking nominations for several Executive Board positions, as well as for CAPC participation. Please see the relevant articles in this newsletter for how to apply. I encourage you all to consider putting your name forward.

In addition to service opportunities, we are also seeking nominations for the Nancy B. Olson Award and applications for the OLAC Research Grant. Information on both, including how to nominate/apply, are included in this newsletter and on our website.

In other news, for those who are planning to attend ALA Midwinter in Philadelphia, I would like to invite you to join us for the following meetings:

OLAC Membership Meeting: Friday, January 24, 2020, 2:00-4:00 pm, Pennsylvania Convention Center, Room 113-C

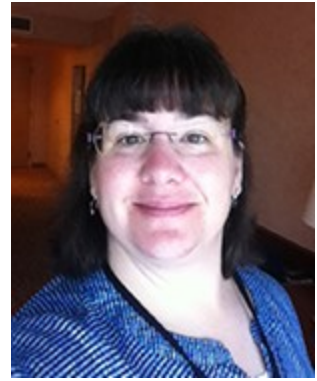
OLAC CAPC Meeting: Friday, January 24, 2020, 7:30-9:30 pm, Philadelphia Marriott Downtown, Room 303

As always, meeting rooms are subject to change, so please be sure to verify the meeting room assignments in the online conference scheduler or ALA Mobile app prior to arrival. Agendas for both meetings will be distributed via OLAC-L in mid-January.

I wish you all a fun and festive holiday season and I look forward to seeing you in Philadelphia.

From the Treasurer

Jennifer Eustis



Personal Membership	221
Institutional Memberships	27
Total as of 9/30/2019	248

	Opening Balance	1st Quarter	FY-to-Date
		\$12,863.72	\$12,863.72
INCOME			
Memberships		\$ 2,240.00	\$ 2,240.00
EBSCO Subscriptions		\$ -	\$ -
	TOTAL INCOME	\$ 2,240.00	\$ 2,240.00
EXPENSES			
Events			
Board Dinners		\$ -	\$ -
Facilities		\$ 160.00	\$ 160.00
Reimbursements		\$ -	\$ -
Stipends		\$ 100.00	\$ 100.00
	Subtotal	\$ 260.00	\$ 260.00
Vendors			
BlueHost		\$ 752.08	\$ 752.08
Affinipay		\$ 51.42	\$ 51.42
Survey Monkey		\$ -	\$ -
Wild Apricot		\$ -	\$ -
YNAB		\$ 50.00	\$ 50.00
	Subtotal	\$ 853.50	\$ 853.50
Operations			
ALA Affiliate membership		\$ -	\$ -
Awards		\$ -	\$ -
Conference scholarships		\$ -	\$ -
Miscellaneous		\$ 88.35	\$ 88.35
Office supplies & postage		\$ -	\$ -
Overcharge adjustments		\$ -	\$ -
Research grant reimbursements		\$ -	\$ -
	Subtotal	\$ 88.35	\$ 88.35
	TOTAL EXPENSES	\$ 1,201.85	\$ 1,201.85
	Closing Balance	\$13,901.87	\$13,901.87

From the Secretary

Nicole Smeltekop

OLAC Executive Board Special Meeting

9 October 2019

11:00-12:00 EDT

[via GoogleHangouts]



Present: Nicole Smeltekop, Thomas Whittaker, Jennifer Eustis, Ann Kardos, Hayley Moreno, Jeremy Myntti, Jessica Schoenberg, Mary Huismann, Kristi Bergland

Regrets: Marcia Bennett, Matt Burrell

- Thomas began by reminding the board that this is a special meeting for conference issues, not our normal fall meeting. Thomas will send out a Doodle poll for our Fall Executive board meeting soon. It will probably be the week of Nov. 14th or Dec. 2nd.
- 2020 Conference update
 - Conference Committee has formed a subcommittee for local arrangements and Bryan Baldus chairing the program subcommittee.
 - Posted meeting minutes from meeting with rep from OCLC conference planning employee.
 - Meetings of subcommittees will take place in October.
- Handbook:
 - Choose co-sponsoring organization(s) in the handbook is meant for joint conferences, which we are not planning to do for 2020.
 - Set conference registration fees and limits for conference expenses including for instance:
 - Set registration fees to remain within a reasonable range based on anticipated attendance and expenses with the goal of breaking even
 - Recommendation of \$280 registration fee
 - If there's extra, we can do an excursion to a nearby museum or another activity (i.e., Cosi Museum)
 - Might provide a cushion for the next conference, but may not because meeting space fees in the future.
 - \$280 will cover all the expenditures, workshop presenters, keynote speakers, food, and transportation.
 - Last conference was \$270, so we are only raising the fee by \$10
 - Concern was raised about the anticipated surplus; perhaps the fee should be lowered with the intention of breaking even.
 - Expectation of conference fees.
 - Slightly higher fee and emphasizing what we're getting out of it.

- Local arrangements chairs in 2014 and 2017 paid for a large portion of the conference themselves.
 - Hidden fees and fees we haven't thought of that might come up later.
 - Clarified concern for surplus to be used on an extra event.
 - Suggestion of scratching the option of an external event
 - Following the 2017 format of a museum tour and then people find food in groups.
 - We haven't considered sponsorships yet. Perhaps a sponsor could fund an excursion.
 - Recommendation of \$280 for members, \$330 for non-members, \$140 for students.
 - Board voted to accept this recommendation.
 - Daily rate not recommended in the handbook, but we did offer it in 2017.
 - Daily rates leads to questions about including reception or other outside events. Perhaps it makes it more complicated.
 - Other organizations separate out 1 day and 1 day with reception.
 - 2017: 1 day registration same both days. They didn't account for the outing.
 - 2014: Also did a single day. They offered additional tickets for reception or tours.
 - Very low single day registration.
 - There may be more local librarians in the Columbus area than Richmond and a lot of library schools in the area that could draw 1 day registrants.
 - Propose \$140 for single day registration, \$170 for single day with reception.
 - People may be less likely to do the reception with the added fees.
 - Concern that if it's too expensive, people won't stay for the reception.
 - We have to cap registrants at 250 because the OCLC rooms can only accommodate up to 250.
 - Can be an incentive for people to register early.
 - Concern of how much we want to push people towards 1 day registration, particularly because of the hotel block.
 - Board approved the proposal for \$140 for single day registration, \$170 for single day with reception.
- Limits on conference expenses - should put a firm cap on expenses?
 - Maybe it doesn't need to be considered because we have the OLAC treasurer participating in conference planning, not a separate conference treasurer.
 - Proposal to not set a firm cap. Board agrees.
- Ensure that all monies in connection with the OLAC portion of the conference are handled by the OLAC Treasurer - this is going as planned.
- Decide what reimbursements might be made for keynote speakers (those making a major presentation):
 - Honorarium proposal: workshop presenters \$250, keynote \$300.
 - Planned for a keynote speaker who is not a cataloger, and thus, wouldn't need registration waived.
 - Keynotes in the past have been librarians, but not necessarily attendees of conference.
 - Clarification that point was about how to handle them administratively in Wild Apricot.
 - Are we paying for all their travel expenses too? Stipends are set in the handbook for \$100.
 - Handbook language:
 - Keynote will hopefully be local, so travel expenses will be less.
 - Past workshop presenters \$200 plus travel, recommendation to bump that up to \$250.

- 2017 expense of \$243 for keynote.
- Proposal: \$250 for workshop presenters,
 - A portion of the speaker's expenses plus honorarium
 - Total expenses (transportation, hotel, meals) plus honorarium
 - Reimburse workshop leaders (honorarium) for each workshop topic prepared and presented, reimburse workshop leaders for transportation
 - Proposal to revisit stipend and fees. Push the discussion to later and schedule another call.
- Thomas proposed forming a subcommittee to look at this. Jennifer, Mary, and Kristi volunteered to be on subcommittee. Thomas will also ask Marcia. Subcommittee is formed.
 - Timeline: End of November the subcommittee will send out letters of invitation to speakers. Stipends will need to be decided by then. Thus, end of October for decision on stipends.
- Pre-conference registration:
 - Previous pre-conference workshop was \$70 and included lunch.
 - We need to be concerned about lunch, the bus, and the type of preconference as in material that will be offered. The room is free. We also have to pay the preconference speakers. The subcommittee will look into this and come back to the board with suggestions.
- Thomas will send out a Doodle Poll to schedule the next meeting.

Adjourned at 12:15 p.m.

From the Outreach/Advocacy Coordinator

Ann Kardos



Hello OLAC members! I would like to introduce myself as your new Outreach/Advocacy Coordinator. I am a metadata librarian at University of Massachusetts Amherst, where I have been for 2 ½ years. It has been great to get to know the board and begin to put names to faces. I met many wonderful people at my first OLAC conference back in 2017 in Richmond. And once I got involved, I was hooked! OLAC is the first conference I've been to in my career where I showed up and knew I'd found my people. I hope to pay that forward by getting to know our current membership and reaching out to potential new folks. I'm thrilled to spread the word about what a fantastic organization OLAC is!

I'll be working with Hayley and Brian to help promote our 2020 conference in Dublin, Ohio. I've also dipped into our Facebook and Twitter accounts with a few posts here and there. If you have any great ideas, old photos, fun things you've cataloged, send them my way! If you want to collaborate on an outreach project or have ideas about a source to promote membership, I am always interested in reaching out. You can always get in touch with me at annk@library.umass.edu.

OLAC 2020 Conference Update

Hayley Moreno and Bryan Baldus



A lot has been occurring behind the scenes as the Conference Planning Committee has been hard at work on the logistics of the conference. We're excited to introduce everyone to the conference website: <https://olacinc.org/2020conference/>. Here you will find all the latest developments on our big event. As you will note from the conference logo our theme will focus on celebrating the 40th anniversary of our organization. Please take some time to explore the site. You will find some helpful information to convince you to come to this awesome conference!

We'd like to highlight some important details concerning conference and hotel registration. Conference registration fees have been set to \$280 for OLAC members and \$140 for students who are OLAC members. Registration will include food, transportation between the hotel and OCLC Conference Center, as well as other events scheduled for the conference. Please note that if you are not an OLAC member the cost of the conference will be higher. Conference registration will open in spring so keep an eye out for an announcement. Hotel registration is already available for anyone who wishes to do that now. Please use the link found on the website under the Venues tab. We highly encourage everyone to stay at the Embassy Suites in Dublin, as they have provided great amenities for conference attendees, and this will be the hotel for which transportation is provided.

We are currently focusing on programming. We have identified workshop topics and potential speakers to lead these sessions. Thank you to everyone who responded to the call for ideas on programming for the conference. The Program Subcommittee took this into account, and it helped immensely in narrowing down topics. The Local Arrangements Subcommittee is now looking into identifying our Friday field trip and reaching out to potential sponsors.

If you have any questions, comments, or suggestions, please do not hesitate to reach out to your Conference Planning Committee. You may now reach out to us by using the contact form on the conference website: <https://olacinc.org/2020conference/content/contact-us>.

Conference Planning Committee members

- Autumn Faulkner--Michigan State University
- Laurinda Gruber--Columbus State Community College
- Katherine Leigh--Ball State University
- Richard Leigh--Ball State University
- Morris Levy--Ohio State University
- Peter H. Lisius--Kent State University
- Sevim McCutcheon--Kent State University
- Roman Panchyshyn--Kent State University
- David Procházka--University of Akron
- Bryan Baldus--OCLC (Co-chair)
- Hayley Moreno--OCLC (Co-chair)

Call for OLAC Candidates

OLAC is seeking nominations for the offices of OLAC Vice President/President-Elect and OLAC Secretary. Are you interested in a leadership opportunity where you will learn about the organization from the inside and help shape OLAC's future? Please consider nominating yourself! To become a candidate, any OLAC member can submit a letter of nomination indicating the position for which they wish to run. The letter should include a brief description of pertinent qualifications and professional activities. Feel free to contact incumbent officers for more information.

All OLAC personal members are eligible to serve and self-nominations are highly encouraged. If you would like to nominate an OLAC colleague, please be sure that person is willing to serve. Members of the Executive Board receive a \$100 stipend for attending OLAC Membership meetings during ALA and OLAC conferences. The deadline for nominations is December 31, 2019. Please submit requested nomination materials in electronic form to Jeremy Myntti (jeremy.myntti@utah.edu) by that date.

OVERVIEW OF DUTIES

Vice President/President-Elect

This office is elected annually, with a term beginning in the summer following the ALA Annual Conference, and serves four years: a one-year term as Vice President/President-Elect, followed by one year as President, one year as Immediate Past-President, and one year as Past-Past President.

The Vice President performs all duties delegated by the President and presides at meetings and other functions when the President cannot attend. The Vice President is expected to attend the OLAC and Executive Board Meetings while in office and is responsible for any OLAC sponsored programs held at ALA Annual. The Vice President chairs the OLAC Research Grant Committee.

The OLAC President presides at all OLAC Membership and Executive Board Meetings. The President will submit quarterly reports for the OLAC Newsletter, and works closely with the OLAC Executive Board in guiding the operations of the organization.

The Immediate Past President serves as Chair of the Nancy B. Olson Award Committee and as a member of the OLAC Executive Board. The Past President may also be asked to take on an additional project which forwards OLAC's goals. The Past-Past President serves as the Chair of the Elections Committee.

Secretary

This office is elected every two years, with a term beginning in the summer following the ALA Annual Conference in the year elected. The Secretary serves two years; the next Secretary's term will run from summer 2020 to summer 2022. The Secretary is expected to attend OLAC Board, CAPC and Membership meetings at both ALA Annual and Midwinter conferences and record the minutes of those meetings. The Secretary also maintains and disseminates the roster of the Executive Board, past OLAC Presidents, and OLAC appointees. In addition, the Secretary maintains the OLAC Handbook, and prepares any corporate reports required by the State of Minnesota.

For more information on the Duties of Elected Officers, see the OLAC Handbook: <https://olacinc.org/olac-handbook-and-bylaws>

Best,
Jeremy
OLAC Election Committee Chair

Call for CAPC Members and Interns

OLAC's Cataloging Policy Committee (CAPC) is seeking applicants for full member and intern positions with terms beginning after the 2020 ALA Annual Conference. Members serve two-year terms with possibility of reappointment to a second two-year term. Interns serve one-year terms with possibility of reappointment to a second one-year term.

Member qualifications are as follows:

Three years of current audiovisual cataloging experience or the equivalent; membership in OLAC; evidence of regular interaction with online cataloging systems or demonstrable knowledge of such systems. CAPC business is conducted during meetings at the ALA Midwinter and ALA Annual conferences and electronically between conferences. Candidates for full member positions must be willing to commit time and funds as necessary to attend one in-person meeting per year of their term.

Intern qualifications are as follows:

An interest in AV cataloging and the willingness to help out with CAPC projects. CAPC business is conducted during meetings at the ALA Midwinter and ALA Annual conferences, and electronically between conferences. Candidates for appointment to CAPC intern positions must be willing to commit time and funds as necessary to attend at least one of these in-person meetings per year.

If you are interested in applying for a CAPC member or intern position, please send a letter detailing your qualifications and your resume via e-mail to CAPC Chair [Jessica Schomberg](mailto:jessica.schomberg@mnsu.edu) (jessica.schomberg@mnsu.edu) by January 8, 2020. Feel free to contact me with any questions you may have. Appointments will be made after ALA Midwinter 2020.

Call for OLAC Newsletter Editor

OLAC is seeking applicants for Editor-in-Chief of the *OLAC Newsletter*, with official appointment beginning after the ALA 2020 Annual Conference.

To apply, please send a current CV, letter of application, and a writing sample of 500-1000 words to Marcia Barrett (barrett@ucsc.edu). Deadline for applications is December 31, 2019. The OLAC Executive Board will review applications and determine the successful candidate at the 2020 ALA Midwinter Board meeting.

This position is a member of the OLAC Executive Board. Members of the Executive Board receive a \$100 stipend for attending OLAC Membership meetings during ALA conferences and the OLAC Conference.

The incoming appointee will have the opportunity to work with the current Editor-in-Chief on the publication of the March and June 2020 issues of the newsletter before assuming the position

Duties of the Newsletter Editor-in-Chief

The Editor of the *OLAC Newsletter* is responsible for maintaining the quality and accuracy of, and seeing to the overall organization and production of, the newsletter. S/he sets the publication and submission deadlines for staff editors (News and Articles Editor, Book Review Editor, Conference Reports Editor, and Question & Answers Editor), insures that those editors deliver submissions following an agreed upon and disseminated set of deadlines, reviews and edits the final submissions and determines the article sequence and layout.

Furthermore, the Newsletter Editor insures that all organizational notices are properly worded and appear in the appropriate issue (see OLAC calendar), consults with the Board on newsletter concerns and seeks their approval of any major changes, proposes articles of interest or seeks article topics and authors for those topics. Information in the newsletter is to be pertinent to the needs of AV catalogers, and unique and non-redundant of other publications.

S/he is responsible for the actual process of publication and distribution of the newsletter, including input of text, editing and proofreading. The editor acts and speaks for the newsletter staff when giving reports and summarizing activities.

The Newsletter Editor attends ALA meetings and OLAC Conferences and serves on the Executive Board. The Editor keeps members and the Board informed regarding the operation of the newsletter. The Newsletter Editor is an appointed position, and the position serves a two-year term. Additional two-year appointments may be made indefinitely, based on continued satisfactory performance.

Call for Nancy B. Olson Award Nominees

The annual Nancy B. Olson Award honors a librarian who has made significant contributions to the advancement and understanding of audiovisual cataloging.

Nominees shall have made contributions to audiovisual cataloging by:

- Furthering the goals of standardization of AV and/or electronic resource cataloging, including MARC coding and tagging;
- Interpreting AV and/or electronic resource cataloging rules and developing policies on organization for these materials on the national and/or international levels;
- Promoting the understanding of AV and/or electronic resource cataloging, coding, and data exchange for professionals unfamiliar with these materials and processes.

Nominees may be OLAC members, but OLAC membership is not required. The nomination must be accompanied by a statement that provides supporting evidence for the nominee's qualifications. The nominations and statement(s) must be dated no later than December 31, 2019.

The winner will be decided at ALA Midwinter 2019. The award will be presented at ALA Annual 2020.

Please send nominations and any supporting documentation to Mary Huismann, St. Olaf College (huisma1@stolaf.edu)

OLAC Research Grant Committee

This grant is awarded annually by the OLAC Executive Board to encourage research in the field of audiovisual cataloging. Proposals will be judged by a committee appointed by the Board on the basis of practicability and perceived value to the audiovisual cataloging community. The OLAC Research Grant Committee is usually composed of the OLAC vice president (Chair of the Grant Committee), last year's grant winner, and an OLAC member. Applicants must follow OLAC's prescribed guidelines for submitting proposals as outlined below.

2020 COMMITTEE MEMBERS

- [Kristi Bergland](#), Chair 2019-2020

AWARD DESCRIPTION

- Amount: up to \$2,000
- Period of Grant: July 1, 2020 through June 30, 2021
- Grant recipients are expected to present the OLAC Executive Board with an interim report within one year of the date of receipt of the grant. Recipients are also expected to present their findings at the next OLAC Biennial Meeting following the grant period, and may wish to also pursue other presentation and/or publication opportunities. The grant winner may be asked to serve on the selection committee the following year.

TIMELINE

- Deadline for proposal submission to Chair: March 1, 2020
- Award recipient notified: May 1, 2020
- Award recipient notifies Chair of acceptance: May 15, 2020
- Award announced during the OLAC Membership meeting at the following ALA Annual Conference

ELIGIBILITY

Current personal member of OLAC

GUIDELINES FOR PROPOSALS

The [grant application](#) must be submitted by **email** to the Chair of the OLAC Grant Committee ([Kristi Bergland, bergl007@umn.edu](mailto:Kristi.Bergland,bergl007@umn.edu)) no later than March 1, 2020.

The application must include:

1. A cover page, title of proposal, name, affiliation, and address of applicant(s), phone numbers, date of submission, and abstract of the project proposal
2. Proposal thesis, summary of the research problem, including justification of the project and/or a review of the literature, and a description of proposed research

3. Project outline including a month-by-month timeline to show expected progress
4. Project budget, materials, staff (identify the amount of monies you are requesting and include this in a 1-page detailed budget of projected costs for the project and where the Grant funds would be applied; plus a maximum of a 1-page budget narrative giving a brief itemized justification of the major line items involved)
5. Vita

FORM OF FINAL REPORT AND PRESENTATION

A report and the presentation should include answers to the following questions or include information about:

- Statement of the problem (What is your research idea and why is it important for OLAC to fund the project?)
- Review of the literature
- Thesis (including how it relates to and/or benefits AV cataloging)
- Methodology
- Results (What are the implications of the research findings, how will this impact the AV community? What is the product of your research and do you have plans for publishing these results? If so, identify possible publication outlets.)

News and Announcements

Yoko Kudo, Column Editor

ARSC Conference 2020: Call for Presentations

The Association for Recorded Sound Collections invites proposals for presentations, posters, and panels at its 54th annual conference, to be held May 20-23, 2020 at the Delta Hotel in Montréal, Québec, Canada. The deadline for presentation proposals is January 4, 2020. Receipt will be acknowledged by e-mail. Presenters will be notified of

acceptance approximately one month thereafter. To submit your proposal, see the [Submission Information and Guidelines Section](#).

Registration open - 2020 MOUG Annual Meeting

Registration is open for the 2020 Music OCLC Users Group (MOUG) Annual Meeting in Norfolk, Virginia, February 25-26, 2020. Please visit the [MOUG website](#) for more information about the meeting. For registration, click [here](#).

Call for Proposals/Registration Open for The Exchange (An ALCTS/LITA/LLAMA Collaboration)

[The Exchange: An ALCTS/LITA/LLAMA Collaboration](#) brings together experiences, ideas, expertise, and individuals from the three ALA divisions. Broadly organized around the theme of "Building the Future Together," the Exchange will examine the topic in relation to collections, leadership, technology, innovation, sustainability, and collaborations. Participants from diverse areas of librarianship will find the three days of presentations, panels, and lightning rounds both thought-provoking and highly relevant to their current and future career paths. Divisional members and non-members alike are encouraged to register and bring their questions, experiences, and perspectives to the events. Information about registration can be found on the [Exchange website](#).

NOTSL 2020 Scholarship Application

Applications for the 2020 Northern Ohio Technical Services Librarians (NOTSL) Scholarships are now being accepted. Scholarship(s) will be awarded at the discretion of the NOTSL Scholarship Committee, not to exceed \$2500, dependent upon need and number of applicants.

Applicants must either be currently working in an Ohio library in a professional, paraprofessional, or support position in a technical services area, or be students (residing or studying in Ohio) currently taking coursework in librarianship. Typically funded activities can include costs for workshops, conferences, coursework, professional meetings or research, but not training required by an employer.

Scholarships will be applied for the calendar year, from January to December of 2020. After the educational activity, scholarship winners will submit a brief summary of their activities, which will be posted on the NOTSL web page. The deadline for submissions is December 31. Click [here](#) to access the application form.

Members on the Move

Ann Kardos, Column Editor

This is my very first Members on the Move and though it took a lot of energy, I know I've missed some of the amazing work our members are doing. If I've missed something you're particularly proud of, or if you'd like to highlight an accomplishment in a future column, please contact me! I'd love to share your news. You can reach me at annk@library.umass.edu.

To begin this month's column, I'd like to give an extra special shout out to those who worked on the OLAC Video Game Genre Vocabulary. Thanks to Rosemary Groenwald (Mount Prospect Public Library), Jay L. Colbert (University of Utah), Eduardo Fojo (Florida International University), Julia Frankosky (Michigan State University), Netanel Ganin (Library of Congress), Rachel Jaffe (University of California, Santa Cruz), Charles Lemme (Hussey Mayfield Memorial Public Library), Neil Robinson (University of Michigan), and George Wrenn (Humboldt State University).

Brinna Pam Anan (Cal Poly Pomona)

- Chaired a panel, "Breeding and Management," at the Equine History Conference.

Meghan Bergin (University of Massachusetts Amherst)

- Co-moderated an ALCTS e-Forum entitled "Digital Skill Building."

Kristi Bergland (University of Minnesota)

- Co-authored an article, "CatDoc HackDoc: Tools and Processes for Managing Documentation Lifecycle, Workflows, and Accessibility" in *Cataloging & Classification Quarterly*, 2019.

Jennifer Eustis (University of Massachusetts Amherst)

- Published an article, "Adopting a Method to Evaluate Bibliographic Electronic Resource Title Sets of Metadata," in the *Journal of Electronic Resource Librarianship*, Volume 31, Issue 4.
- Co-moderated an ALCTS e-Forum entitled "Digital Skill Building."

Brian Falato (University of South Florida)

- Co-presented "Representation of Atypical Resources in the Discovery Layer: Publisher, Discovery Service Provider, and Library Perspectives" at the Charleston Conference.

Autumn Faulkner (University of Michigan)

- Taught an online workshop, "BIBRAME: An Overview" for Midwest Collaborative for Library Services.

Kathy Glennan (University of Maryland)

- Presented "RDA Beta Toolkit: Present and Future" at the Segundo Coloquio sobre RDA en América Latina y el Caribe.

Tina Gross

- Facilitated a screening and Q&A for the documentary, *Change the Subject*, at the Minitex Technical Services Symposium: Diversity, Equity, & Inclusion in Technical Services.

Nerissa Lindsey (San Diego State University)

- Welcomed to SDSU Library and Information Access as the new Head of Technical Services.

Jeremy Myntti (University of Utah)

- Presented “Digital Preservation in Libraries” at the Sharjah International Library Conference.

Bonita Pollock (University of South Florida)

- Co-presented “USF Libraries Foray into The Semantic Web: Oral Histories and Linked Data” at the 2019 Leading Edge Libraries Conference.

Pat Riva (Concordia University)

- Presenting on the IFLA Library Reference Model for the Cataloguing & Technical Services Section of ABQLA.

Catherine Sassen (University of North Texas)

- Co-authored an article, “Mixed Methods Assessment of a Mentoring Program,” in the Journal of Library Administration, Volume 59, Issue 8.

Jessica Schomberg (Minnesota State University, Mankato)

- Hosted a breakout session, “Diversifying Collections,” at the Minitex Technical Services Symposium: Diversity, Equity, & Inclusion in Technical Services.

Debra Spidal (Washington State University Libraries)

- Published an article, “A Cataloger’s Perspective on Cataloging Backlogs,” in Cataloging & Classification Quarterly, Volume 57, Issue 5.

Stacie Traill (University of Minnesota)

- Co-authored an article, “CatDoc HackDoc: Tools and Processes for Managing Documentation Lifecycle, Workflows, and Accessibility,” in Cataloging & Classification Quarterly, 2019.

Thomas Whittaker (Indiana University Bloomington)

- Co-taught an online course entitled, “Join the Open Data Movement,” for Wikiedu.org.

In the Spotlight with... Matt Burrell

Lisa Romano, Column Editor



The OLAC website has undergone many changes over the last few years thanks to Matt Burrell, the OLAC website developer. Matt is currently the Senior Applications Analyst at the Florida State University (FSU) Libraries in Tallahassee and recently celebrated his tenth year at the university! At FSU, Matt manages the library website, SharePoint (the intranet), and Springshare products (LibCal, LibGuides, Lib Analytics, and Lib Answers). If that is not enough, he also serves as the University Libraries Unit Privacy Coordinator and trains employees to work on these various platforms. Plus, Matt is creating a new Florida Book Awards site which should be completed in early January and the upcoming 2020 OLAC conference site. He describes all this as “exciting work.” And does Matt most enjoy about his job?

Working with people and helping find answers to their technology difficulties. I am a people person and enjoy public speaking, teaching a large group, or talking someone through a problem till we get to that “ahh-hah” moment where a solution is found. It’s that “librarian instant gratification” moment where you can help someone find a solution to a problem they are having.

What was Matt’s first experience with librarianship? As a six-year-old, he cataloged his books using his own system! *I have a few of those books in my library today, with a little tape on the book with the first letter of the title.* However, Matt worked in the culinary field for 20 years before making the decision to go back to school and become what he always wanted to be - a librarian. *I became a librarian because I always enjoyed being in a library, around all of that knowledge, finding books about subjects I didn’t know a thing about, the ability to learn what I didn’t have a clue about before serendipitously finding a book on the shelf and being able to actually take it home and learn all I could.*

It all began one day at his local library when Matt asked the person behind the counter checking out his books if he enjoyed his job. That person turned out to be George Vickery, the Director of the Northwest Regional Library System (NWRLS). Matt told him that he wanted to be a librarian and they had a long talk about how to get there. A week later Matt started as an unpaid shelver. During his first position in the library, he held many positions including Government Documents, Reference, Circulation, and Genealogist. *Those first years gave me a good look at the different positions a library had and gave me the opportunity to choose what part of librarianship I enjoyed the best.*

Based on his experience, what would Matt recommend to new librarians?

My advice for new librarians is to find your niche in the world of librarianship and make it your own. Learn everything you can and network with people with similar interests. Don’t think that you don’t have enough experience to ask a question or email an author of an article for further knowledge about something you don’t understand. All librarians start at the same place, we’ve all been there and 99% of very knowledgeable librarians are more than happy to assist anyone who needs a suggestion or to be pointed in the right direction.

As technology evolved, Matt did all he could to keep up. With the mentorship of the chief librarian, Sheila Bankhead, he was able to focus on computers and how they could be best used in a library. As the Electronic Resources Librarian, Matt learned how to negotiate prices and set up database access for off-site patrons. That position then moved him into creating websites people could easily use. *I learned at this point that involving several people in the creation and planning a website was essential, and you needed all stakeholders involved.*

While at NWRLS, the Gates Foundation launched “Libraries Online” and Matt had the opportunity to attend training learning about how computers would change patron’s use of the library. *Soon after our conference room would be filled with our patrons learning how to create their own websites, look for information, create PowerPoint displays, and much more. It was an awesome experience for me, one that I enjoyed enormously doing three or four classes a week.* During the years he was at NWRLS, Matt created several websites. *I’ve always been interested in Web Development and strived to make websites relevant to our users, easy to use, and enable the discoverability of information the library offered.*

After NWRLS, Matt moved on to Gulf Coast Community College where one of his accomplishments was creating a site that preserved and archived over 8,000 objects including a 4-year run of the local “Wainwright Liberator Shipyard” newspaper from World War II. *It was a difficult job and took a lot of patience and proofreading to get the documents online, OCR searchable, and correct... The best outcome of the project was completion of the Wainwright newspaper because it involved so many local families who were now able to search all the bi-weekly newspapers at one time. This enabled them to find family members, relatives, and local history they were not able to find before.* And the site won the Academic Website of the Year award!

Matt first heard about OLAC from his friend Annie Glerum several years ago. They have shared interests in metadata, data visualization, and XML technologies for analyzing library data. *I haven’t had the experience of working in cataloging, but the world of cataloging has evolved into more than just record creation, and now has invaded my world, website creation and development.*

Recently, Matt made a proposal to the OLAC Executive Board about redesigning the OLAC website to include cataloging each document using tags and metadata. This project would involve ‘touching’ each document and creating a node, or page for each object. Each object would be placed into a content template with the document and metadata fields including authority, revision dates, file size and type, related documents, task force members, description, etc. Each document would include the name of the individual on the CAPC committee who has reviewed the accuracy and appropriateness of the document. Many of these objects are large and several documents before 1992 are written in older un-supported formats that would need to be converted. This project would need a group of people to properly tag the objects. Matt would create the nodes, or object pages, for each item and then the Web Steering committee with additional assistance from CAPC members, would add the fields to each object. Finally, the most popular pages would be categorized into menu items.

I believe that our website should be treated as a collection of documents with the backbone of the authority of a well written catalog record for each page. Wouldn’t it be wonderful if all documents we read on the internet carried the records showing the background, authority, and related documents for further information?

MOUG-OLAC Liaison Report

Autumn Faulkner

1. MOUG elected new officers in October, whose terms begin after the 2020 annual meeting:
 - Secretary/Newsletter Editor Heather Fisher of Saginaw Valley State University
 - Continuing Education Coordinator Kevin Kishimoto of Stanford University
2. The [MOUG 2020 Annual Meeting](#) will take place February 25-26, 2020, in Norfolk, VA
 - Early registration rates (by January 15): \$100 for MOUG members, \$140 for non-members
 - Regular rates: \$150 for MOUG members, \$190 for non-members
3. The Ralph Papakhian Travel Grant supports MOUG conference attendance for newer librarians in the field of music cataloging and discovery. This year's winners are:
 - Linda Bagley, Music Cataloging Specialist at Howard B. Waltz Music Library at the University of Colorado Boulder
 - Clara Burns, Music Copy Cataloger at Howard B. Waltz Music Library at the University of Colorado Boulder
 - Alex Chisum, MSLS student at UNC Chapel Hill and recipient of both a fellowship and graduate assistantship which involve cataloging of special formats

News from OCLC

Compiled by Jay Weitz



OCLC Products and Services Release Notes

Find the most current release notes for many OCLC products and services as well as links to data updates and to dynamic collection lists at https://help.oclc.org/Librarian_Toolbox/Release_notes. Included are CONTENTdm, EZproxy, Tipasa, WorldCat Discovery, WorldCat Knowledge Base, WorldCat Validation, WorldShare Acquisitions, WorldShare Circulation, WorldShare Collection Evaluation, WorldShare Collection Manager, WorldShare Interlibrary Loan, WorldShare License Manager, WorldShare Record Manager, and WorldShare Reports.

WorldCat, Cataloging, and Metadata

WorldCat Validation Installation, November 2019

On November 14, 2019, OCLC installed changes to WorldCat validation, including the following new features and enhancements:

- OCLC-MARC Validations of New MARC Codes Announced May 31, June 28, July 19, August 9, September 13, and October 4 and 11, 2019.
- OCLC-MARC Bibliographic Update 2019, Part Two.
- OCLC-MARC Authority Update 2019, Part Two, to the validation rule set that includes all valid elements of MARC 21 Authority Format.
- OCLC-MARC Holdings Update 2019, Part Two.
- More Bibliographic Fields that May Be Added to or Edited in Non-CONSER PCC Records.

Bug fixes include:

- Correction of Relationship Rules Between Bibliographic Field 022 First Indicator and the Presence of Field 042.
- Correction of Relationship of Authority Field 034 Subfield \$2 to the Cartographic Data Source Codes List.
- Correction of Bibliographic Field 040 Subfield \$b to Not Repeatable.
- Correction of Validation for *MARC Authentication Action Code* "lacderived".
- Correction of Validation Error when ISSN is Bracketed in Bibliographic Field 490 Subfield \$x.

These enhancements are the result of announcements of new MARC elements and codes by the Library of Congress as well as feedback and requests from members of the OCLC cooperative. See the *WorldCat Validation Release Notes* for November 2019 at oclc.org/val-validation-release-notes for more details.

OCLC and Taylor and Francis Partner to Offer Seamless Workflows

OCLC is pleased to partner with Taylor and Francis to automate subscription management workflows, eliminating the need for manual intervention by library staff. This means that (with your permission) Taylor and Francis will provide updates weekly to OCLC with your library-specific holdings data (including new and deleted titles) so that OCLC can automatically:

- register your titles in the WorldCat knowledge base
- keep your WorldCat holdings up-to-date for your Taylor and Francis subscription
- provide full-text links to ensure seamless access
- deliver customizable MARC records with ongoing updates as your subscription changes over time

To learn how to make your Taylor and Francis titles easier to find, access and manage, please visit

<http://oc.lc/taylorandfrancis>.

OCLC, Europeana Share Access to Cultural Heritage Resources through WorldCat

OCLC and [Europeana](#), the digital platform for European cultural heritage, are working together to add records of millions of digitized items to [WorldCat](#), making this open content easily discoverable and freely accessible to readers, researchers, and students through libraries. The addition of Europeana Collections will add dramatically to the open content resources that are accessible through WorldCat, the world's most comprehensive database of information about library collections. Europeana works with thousands of European archives, libraries, and museums to share cultural heritage for enjoyment, education, and research. Funded by the European Commission, Europeana provides free access to more than 50 million records of books, recordings, artwork, and more, in a wide range of subject areas. Over 24 million of these are openly licensed and freely available for work, research, and learning. In addition to the Europeana, OCLC has agreements in place with over 360 publishers and content providers to facilitate discovery and access to key resources. Find out more about [OCLC partnerships](#) with content providers.

Management Services

Chesapeake, Greensboro Public Libraries Increase Community Engagement with OCLC Wise

[Chesapeake Public Library](#) (OCLC Symbol: TWA) in Chesapeake, Virginia, and [Greensboro Public Library](#) (OCLC Symbol: NGP) in Greensboro, North Carolina, have signed on to implement [OCLC Wise](#), the first community engagement system for U.S. public libraries. For information about these partnerships or Wise, please email wise@oclc.org.

University of Twente to Offer Improved Collaborative Services with WMS

[University of Twente](#) (UT), an entrepreneurial research university, has chosen WorldShare Management Services (WMS) to support management of electronic content, to enhance business processes, and to facilitate partnerships across the global library network. The selection of WMS confirms UT's commitment to continued investment in electronic content. Its selection also supports UT's unique campus collaboration between companies, researchers, and students. University of Twente is the Netherland's only campus university, and The Living Smart Campus is the embodiment of its stated intention to make its research visible to a wider audience. UT has just over 10,000 students and 3,000 staff members. It's also home to nearly 2,000 researchers who generate around 2,500 publications every year. Its library boasts a large collection across an enormous range of research topics, and its scientific impact is high. With the adoption of WMS, all four of the Netherland's technical universities are now partnering with OCLC, which offers opportunity for collaboration and workflow efficiencies. WMS makes it possible for member libraries to share data and output globally, resulting in

cost savings, work efficiencies, and enhanced value to users. WMS reporting facilities give libraries worldwide the opportunity to collect and interpret data, and [WorldCat Discovery](#) offers users an intuitive search across collections. The benefits of data sharing through WorldCat is well established among the UKB—a consortium of thirteen university libraries and the national library—to which UT is committed.

American College of Greece Selects OCLC's WMS as its Library Services Platform

[The American College of Greece](#), the oldest American-accredited college in Europe, has selected OCLC's WorldShare Management Services as its new library services platform. [WorldShare Management Services](#) (WMS) is the cloud-based library services platform with WorldCat as its foundation, which allows library staff to draw on the collaborative data and work of libraries worldwide for more efficient workflows. WMS also enables staff to better manage resources in all formats and to provide their users with improved access to the world's knowledge. Located in Athens, The American College of Greece (ACG) is the first American higher education institution abroad to achieve accreditation in the United States. For over 140 years, ACG has been offering transformative education and cultivating a fertile intellectual and cultural collaboration between Greece and the United States. The 64-acre main campus is immersed in a pine forest, a welcome refuge from the hustle and bustle of the buzzing city.

EZproxy 6.6.2 Available

A new release of EZproxy took place on 26 September 2019. This release contains requested enhancements and new features including:

- Encrypted usernames and OpenSSL 1.0.2s to improve security for library patrons.
- Fiddler compliant socket logging allows libraries to troubleshoot access issues more quickly.
- Expanded Central Authentication Service (CAS) integrations allow library and campus SSO services to integrate more closely.

Self-hosted customers can go to the [Update and Install EZproxy](#) page for Windows and Linux software. For additional features and updates in this release, please see the [release notes](#). **Important note about Proxy by Port:** OCLC will end support for EZproxy's Proxy by Port option on 30 September 2020, due to its incompatibility with many popular e-resource websites. Customers currently running Proxy by Port may continue to do so for the time being. After 30 September 2020, customers will need to enable Proxy by Hostname in order to receive support from OCLC. Proxy by Hostname will help ensure seamless access for your library's e-resource subscriptions. For more information, please see [migrating to Proxy by Hostname](#) or contact [OCLC Support](#).

Resource Sharing

Sharing Special Collections: Get Information, Get Engaged

Sharing special collections through interlibrary loan (ILL) is increasingly becoming a common and accepted practice. [SHARES](#), the resource sharing consortium for members of the OCLC [Research Library Partnership](#), is proud to support and join this community-wide conversation of promoting greater access to special collection items. Earlier in 2019, members of the SHARES consortium formed the OCLC [SHARES Sharing Special Collections Working Group](#). This group conducted a survey to gather information on the current state of sharing special collections through interlibrary loan across the [SHARES partnership](#). The working group presented its initial findings from the survey in a July [Works-In-Progress webinar](#) and has prepared a [comprehensive written report](#) concerning the survey results. The working group invites the broader library community to review this interim report. Many libraries are already sharing special collections through article/chapter scans, digitization of whole works in the public domain, or physical loans of selective materials with appropriate usage and shipping restrictions. The SHARES survey demonstrates that there is still opportunity for

additional collaboration across library units and across institutions to meet the continuing research needs of our communities. We urge ILL practitioners and special collections librarians to engage with each other about the possibilities at your institution. (This [2013 OCLC Research report](#) contains some tools for planning and informing such conversations.) We also encourage you to have consortial conversations on how best to optimize access to special collections materials while balancing stewardship and preservation with a collaborative mindset. The next step for the SHARES Sharing Special Collections Working Group is to recommend a framework of protocols and practices for sharing selective special collections materials among members of the SHARES consortium. We hope that this initial report sparks continuing interest in the subject, adds to momentum begun by the Ivy Plus, Big Ten Academic Alliance, Association of Southeastern Research Libraries, Washington Research Library Consortium, and Rare Books and Manuscripts Section of the Association of College and Research Libraries groups, and starts broader discussions in the ILL community that are vital to enhancing access to special collections materials through interlibrary loan in appropriate and responsible ways. For questions/comments, please get in touch with Senior Program Officer [Dennis Massie](#) or any member of the [working group](#).

Member Relations, Advocacy, Governance, and Training

Theresa S. Byrd Takes Seat on OCLC Board of Trustees

Dr. Theresa S. Byrd, Dean of the University Library at the University of San Diego, took her seat on the OCLC Board of Trustees during the board's regular November 2019 meeting. Dr. Byrd was elected to the board by OCLC Global Council in March 2019. There are currently nine librarians from five countries serving on the 15-member OCLC Board of Trustees. Before taking her current position as library dean at University of San Diego, Dr. Byrd was the Chief Information Officer and Director of Libraries at Ohio Wesleyan University and Director of Learning Resources at J. Sargeant Reynolds Community College in Virginia. She has extensive experience in higher education and academic libraries. Dr. Byrd currently serves on the American Library Association's Committee on Accreditation, the International Federation of Library Associations and Institutions (IFLA) Library Services to Multicultural Populations Committee, and the Center for Research Libraries' Human Resources and Compensation Committee. She is a past member of the Scholarly Publishing and Academic Resources Coalition (SPARC) Steering Committee. Dr. Byrd chaired the Statewide California Electronic Library Consortium (SCELC) Board. Her extensive consortial experience includes service as Chair of the Virtual Library of Virginia Steering Committee, the Richmond Academic Library Consortium, and the OhioNET Board, as well as membership and committee service in OhioLINK. She served on the Catholic Research Resources Alliance Board. She served twice on the Association of College & Research Libraries (ACRL) Board of Directors and on numerous ACRL committees. She was instrumental in developing the ACRL Dr. E.J. Josey Spectrum Scholar Mentor Program. Dr. Byrd is a speaker, panelist, and facilitator at professional conferences. Her current research interests include academic libraries and emotional intelligence, mentoring, and diversity. She holds an Ed.D. from the University of Virginia, an M.Ed. from Virginia Commonwealth University, an M.L.S. from North Carolina Central University, and a B.A. from Shaw University. Dr. Byrd will take the seat of Barbara G. Preece, Director, Loyola Notre Dame Library, in Baltimore, Maryland, who served on the OCLC Board for four years. Preece was elected to the board after serving as Chair of OCLC's Americas Regional Council and President of the OCLC Global Council.

WebJunction to Mentor Ten School Libraries for New IMLS Initiative

The Institute of Museum and Library Services (IMLS) [has announced](#) OCLC's WebJunction as Mentor Organization for a cohort of 10 small, rural U.S. school libraries that are participating in their [Accelerating Promising Practices for Small Libraries](#) (APP) initiative. As mentors, WebJunction will support the cohort over two years with a facilitated community of practice, three in-person convenings, training and technical assistance, and program evaluation activities as the grantees transform their school library's practice to better serve their communities. Individual grantee projects will redesign their libraries for 21st-century learning, advancing staff skills, strengthening partnerships with stakeholders,

and enhancing programs and services that will prepare their students for success. The school library grantees in WebJunction's mentor cohort are:

- Aurora Public School East Side District #131, Aurora, Illinois
- Hillsboro-Deering School District, Hillsborough, New Hampshire
- Fort Benton Schools School District 1, Benton, Montana
- Freedom Public School, Freedom, Oklahoma
- Laurens County School District 55, Laurens, South Carolina
- Milford Central School District, Milford, New York
- Orleans Central Supervisory Union, Barton, Vermont
- Osage Hills Public School District (Osage County Interlocal Cooperative), Bartlesville, Oklahoma
- Regional School Unit 63, Holden, Maine
- Worcester County Public Schools (Board of Education of Worcester County), Newark, Maryland

WebJunction is one of three mentor organizations selected to support this IMLS initiative; Wisconsin Library Services and Kansas City Public Library are also serving as mentor organizations in separate grant categories.

Expanding Community Services and Other Learning Opportunities in the WebJunction Course Catalog

WebJunction courses and webinars are always free through our Course Catalog, providing learning at your fingertips when you need it. Sign-up for a free account to get started and then you'll have access to over 320 self-paced learning opportunities. Highlighted below are just a few of the newest additions to the Course Catalog that can help you meet your professional goals.

- [Hooray for Freedom! Webinars on the Legal and Ethical Foundations of Library Practice](#). In this two-part webinar series, the presenters help navigate the complex legal and ethical grey areas inherent in our profession and offer approaches that empower us to get closer to meeting the demands of our shared values. These approaches include policy, training, programming, culture building, and better understanding legal risks and protections.
- [Ten Infopeople Webinars Added](#). We recently added ten new Infopeople webinar recordings, ranging from supporting individuals experiencing homelessness to putting equity, diversity, and inclusion into practice. Thank you to the Infopeople team for expanding access to their webinar recordings through the WebJunction Course Catalog, and to all collaborators and supporters of a nationally coordinated approach to continuing education for library staff.
- [Web Archiving for Public Libraries](#). Public libraries have played a central role in preserving the historical record of their communities by archiving local newspapers and other print publications. As more of these materials move online, this new format also needs to be preserved. This 2-hour self-paced course introduces public library staff to the concepts, opportunities, and tools of web archiving.
- [Beyond the Welcome Sign: Tailoring Immigrant Services for Success](#). There is much more to supporting immigrants and refugees than hanging out a "welcome" sign at your library. Successful programs and services are specifically tailored to meet the needs of the range of populations who may come through your doors. Hear from presenters who work with communities to empower vulnerable and often underserved populations with a sense of belonging and self-reliance. You'll find practical ideas among the multi-pronged strategies that these librarians have used to ensure that new immigrants really do feel welcomed by the library and the community.
- [Addressing the Legal Information Needs of Immigrants and Non-Native Speakers](#). Northlake (IL) Public Library District has seen a dramatic demographic shift over the last twenty years. More than half of the service community speaks Spanish at home and as many as one third are foreign born. To address the changing needs of their community, the library has hired bilingual staff and added many bilingual programs. One pressing issue that directly affects this community is the U.S. immigration policy and getting accurate information on these policies. This session focuses on how the library incorporated legal information on temporary driver's licenses, Deferred Action, and citizenship into its programming.

- [Celebrate. Serve. Collaborate: Partnership as a Strategy for Immigrant Engagement](#). Demographic projections suggest that the U.S. is headed toward a minority-majority population. Around the country, libraries are adapting their approaches and services in order to create more welcoming environments for immigrant and refugee communities. Jessica Moore, Immigrant Program Specialist with The Indianapolis Public Library, covers strategies for creating a more welcoming, inclusive library. As well as how strategic partnerships can help libraries overcome challenges in order to fulfill their role as public service institutions.
- [Build Your Learning Culture: The Whole Organization Approach](#). The most innovative workplaces embrace learning as an essential activity for their employees. Since libraries are dedicated learning places in our communities, it is crucial that we practice learning intentionally and internally. But where do we begin? Learning is not one-size-fits-all for individuals or for organizations. This webinar, for all library staff, from front line to administration, encourages a broad approach to creating organizational learning structures. Learn how libraries of all sizes can map learning strategies to highlight the most impactful opportunities for staff.
- [More Than #MotivationMonday: Motivating Your Team Any Day of the Week](#). Employees motivated to deliver top notch service are key to a library's success. But many in library organizations don't know how to effectively instigate employee motivation. As a critical management and leadership skill, it's important to know what motivation is and isn't, what works and what doesn't. In this session, we'll explore factors that influence motivation at work and review strategies for supervisors to keep their teams motivated and productive. No matter the size of your library or your role, you will be inspired to find your own motivation and be able to catalyze others.

Access to Civil Legal Justice through Public Libraries

Access to legal resources makes a crucial difference to people when seeking veterans' benefits, fighting unlawful evictions, maintaining custody of their children, and addressing other challenges involving personal safety, security, and well-being. Rules of civil procedure and evidence, however, were created for lawyers, and court and administrative proceedings are difficult for laypeople to understand. Public libraries can help to close this "justice gap." Because of their unique role in our communities, public libraries are well-positioned to recognize needs and provide information and services that connect people to civil legal resources and prepare them for civil legal proceedings. WebJunction and the nonprofit organization, Legal Services Corporation, have partnered to design and deliver a national online training course to public library staff that will strengthen access to civil legal justice through public libraries. We hope you and your staff will join us for the course, which is slated to begin in April 2020. The free training will be accessible to all public libraries regardless of their size or location. Learn more about the [Access to Civil Legal Justice](#) project and stay tuned to Crossroads for news of an informational webinar early next year.

Libraries Responding to the Opioid Crisis

Together with the Public Library Association, OCLC has completed eight research-based cases studies exploring how libraries are responding to the opioid crisis with partners. The case studies and a summary report are now available. This report provides an overview of the case study locations, emerging practices of how libraries are responding to the crisis in collaboration with their partners, and outcomes of the initiatives; and identifies both the opportunities and barriers that libraries should consider when deciding how to fulfill their role as a community resource during a public health crisis. It also includes insights and experiences from a range of local community partners and those affected by the crisis, adding the perspectives and knowledge of relevant agencies and organizations. Examples of the programming responses available through the libraries include:

- Offering naloxone training and distribution to staff and public
- Staff training on related health topics
- Community education events and campaigns
- Social services and recovery support
- Facilities modifications
- Unused medication disposal

Library staff, board members, staff at community partner organizations, and local community members were interviewed for this research project. The published case studies include more information about the partnerships, activities, and outcomes in each community. We encourage you to [explore these publications](#) and consider what steps your library could take to introduce or expand programming to support local needs in this area.

OCLC Research

Lynn Silipigni Connaway is 2019 Recipient of the Watson Davis Award for Service

The [Association for Information Science & Technology](#) (ASIS&T) has announced that [Lynn Silipigni Connaway](#), Ph.D., Director, Library Trends and User Research, [OCLC Research](#), is the 2019 recipient of the [Watson Davis Award for Service](#). The award recognizes an individual member of the Association who has shown continuous dedicated leadership in and service to ASIS&T, and made substantial and lasting contributions to its governance, chapters, special interest groups, committees, and publications. Connaway's responsibilities in OCLC Research include projects that directly involve OCLC libraries and users, such as developing the [digital "visitors" and "residents"](#) framework and an IMLS-funded grant project to study the [behavior patterns of college and university information seekers](#). She is also working on an IMLS-funded grant project to identify, synthesize, and share knowledge and resources that will [help public libraries address the opioid epidemic](#) in the United States. Connaway is Past President of ASIS&T and was Chair of the American Library Association's Association of College and Research Libraries Value of Academic Libraries Committee. She held the Chair of Excellence position at the Departamento de Biblioteconomía y Documentación at the Universidad Carlos III de Madrid, was a Visiting Researcher in the Department of Information Studies, University of Sheffield, and a Visiting Scholar at the Department of Information Studies at the University of Copenhagen, formerly the Royal School of Library and Information Science, Copenhagen, Denmark. Connaway received her award at the 2019 meeting of the Association for Information Science & Technology (ASIS&T) which was held in Melbourne, Australia, 19–23 October 2019.

Resource Sharing Consortium, SHARES, Launches Several Projects

[SHARES](#) is the long-running resource sharing consortium for members of the [OCLC Research Library Partnership](#), and currently encompasses about 100 libraries from 75 institutions in six countries. Besides providing each other's patrons with privileged, expedited access to rich and varied collections, SHARES participants also collaboratively address collection-sharing challenges faced by every member library and by the community at large. The SHARES Executive Group recently completed a year-long [Policy Rethink](#), which engaged all SHARES participants in a facilitated conversation around five themes:

- encourage evidence-based processes
- build in flexibility
- enhance access
- embrace local procedures that add value
- mitigate international sharing costs

The conversations launched several ongoing projects and resulted in significant changes in practice for many SHARES members. Policy Rethink outcomes include:

- a [reciprocal onsite borrowing program](#) that just successfully completed its pilot phase
- a working group developing protocols for the sharing of special collections within SHARES
- an opt-in free-copies reciprocal subgroup
- wide adoption of 16-week loan periods for shared physical items
- a new SHARES [Best Practices working group](#)

In the coming year, a slate of newly elected [SHARES Executives](#) will engage with member institutions in conversations and activities centered around four major topics:

- accessibility of ILL materials as a standard, rather than the exception
- building up skill sets essential to collection-sharing professionals
- advocacy for the value of collection sharing, and for specific policies and processes
- lending e-books

The 14-member SHARES Best Practices working group has hit the ground running and formed themselves into seven subgroups:

- planning outputs and engagement opportunities with SHARES participants
- reciprocal onsite access
- physical delivery
- e-delivery
- advocating for ILL (working with the SHARES Executive Group)
- sharing special collections (working with the group developing high-level sharing protocols)
- working with other consortia

SHARES launched two surveys in September: one to gauge the value of SHARES (and how well SHARES is delivering on that value) and the other to gather information for a detailed SHARES reciprocal onsite access directory. This promises to be an exciting and impactful year for SHARES. We're always working on better and faster ways of "getting to yes" when it comes to placing research material into the hands of those who need it. [Learn more about SHARES and how to join.](#)

OCLC Supports Evolution of IIIF

OCLC is a member of the [IIIF](#) (International Image Interoperability Framework) Consortium and has been integrating IIIF standards in OCLC products for the past three years. In addition to using IIIF standards to enhance current OCLC products, OCLC Research is supporting the evolution of the standards by testing emerging IIIF specifications and features. These collaborative efforts are noted and appreciated by the IIIF community, including by community leaders such as Antoine Isaac (Europeana). Most recently, OCLC Research has been evaluating the new IIIF Change Discovery API as a syndication and aggregation protocol. This experimental work has confirmed the benefits of standardization around the IIIF APIs. Our work included retrieving data via our experimental implementation of the API standard to build an aggregation of around 13 million image descriptions contained in OCLC's [CONTENTdm](#) digital content system. We created an index based on that aggregation and prototyped an "IIIF Explorer" user interface for discovery. This effort surfaced metadata analysis and synthesis challenges associated with combining resource descriptions created by a wide range of cataloging agencies with diverse practices and suggested potential remedies for improving descriptive and technical metadata for cultural heritage collections with shared, decentralized tools and workflows in the hands of the data providers and domain experts. Based on findings from this research, OCLC has launched a linked data pilot project focused on managing cultural heritage materials, working with three CONTENTdm customers: the Huntington Library, Art Museum, and Botanical Gardens; the University of Minnesota; and the Cleveland Public Library. More information on this pilot project will be announced soon. Learn more about our work on IIIF and stay tuned for more information on the pilot project on the [IIIF OCLC Research page](#). And learn more about all [our work in the area of linked data](#).

New OCLC Research Project: Institutional Stakeholders in Research Support

In research universities today, there is a growing need to provide an array of research support services such as [research data management](#), [research information management](#), open access repositories and monitoring, and much more. Previously siloed campus units—many that never before collaborated—must increasingly work together to address

complex institutional challenges and to support enterprise-wide services. Operating in this enterprise ecosystem is challenging, in great part because most stakeholders know little about the operations of other units, making it difficult to effectively engage, identify points of common interest, and collaborate to support research services. To help fill this gap, OCLC Research is beginning an effort to better understand the operations, goals, and pain points of university stakeholders in research support services to inform communications and partnership. During the next several months we will collect and synthesize information about the experiences of campus units that play a role in institutional research support. These units include:

- institutional research office, with subunits like proposal development, pre- and post-award management, tech transfer/commercialization, and ethics and compliance
- library
- institutional research
- campus communications, advancement, and corporate relations
- campus technologies/IT
- academic affairs (provost/regent, deans, department heads)
- graduate school
- postdoctoral affairs
- undergraduate research

To undertake this project, we will engage with members of the [OCLC Research Library Partnership](#) to help us:

- identify interview informants
- provide feedback on work in progress through discussions with the research support interest group
- identify case studies that exemplify successful (and sometimes not-so-successful) campus partnerships
- offer webinars for RLP members that highlight cross-institutional partnerships and stakeholders' interests.

The first webinar on this theme, [Partnering Across Campus to Enhance Institutional Reputation](#), was presented by Annette Day and John Novak from the University of Nevada, Las Vegas. We will accumulate outputs on a [project web page](#) and will conclude our project by synthesizing our findings into an OCLC Research Report to benefit the entire research community. This need for this project was informed by previous OCLC Research investigations, where we have documented how the library is one of many institutional stakeholders working collaboratively to provide research support services for campus. For instance, in [Research Information Management: Defining RIM and the Library's Role](#), we articulated how the library is one of many campus stakeholders engaged in implementing and supporting RIM activities. And through our joint publication with [euroCRIS](#) in 2018, [Practices and Patterns in Research Information Management: Findings from a Global Survey](#), we shared survey results that demonstrated the array of institutional stakeholders involved in research information management activities. We found that in aggregate, the research office was reported as having responsibility for the greatest number of activities within the RIM enterprise, followed by the library, IT, university academic leadership, and other campus units. We also found some regional distinctions in stakeholder involvement. Provisioning research data management support services similarly engages multiple campus stakeholders. In the [Realities of Research Data Management](#) report series, we found that cross-unit responsibility for research data management services is common. Although the service bundle may be housed and administered within a single unit like the library, the services provided are the result of partnership across multiple campus units requiring extensive cross-campus consultation and collaboration. This frequently results in branding of the RDM service bundle at the university level, rather than at the level of a single campus unit. Stay tuned for project updates on the [Hanging Together blog](#), and contact Rebecca Bryant (bryantr@oclc.org) with your own intra-campus collaboration stories—whether the good, bad, or ugly.

OLAC Cataloger's Judgment: *Questions and Answers*

Jay Weitz, Column Editor



Material Handling

Question: When cataloging kits, our practice here is to include 006 and 007 for each type of material represented. The one I'm staring at now contains several volumes of lessons for grades K-2 (highly illustrated and with limited text), some posters, and a DVD-ROM. I'm stuck on how to code Type in the 006 for the DVD-ROM. My first inclination was to code Type as "m" for computer file, but then trouble started. First off, on the disc label, it says, "This DVD-ROM will play in all standard DVD players and all computers equipped with a DVD drive and playback software." Hmm. A "ROM" disc that does not require a computer to access it? Sounds like a contradiction in terms. But sure enough, I put it in the optical drive of my PC and the VLC Media Player I use for DVDs popped up. But the opening screen says that to view the Electronic Resources part of the DVD-ROM, you need a computer. Ahh ... c'mon folks, do you need a computer or not? Next is the definition of "m" in BFAS: "Digital material consisting of computer software (including fonts, games, and programs), numeric data, computer-oriented multimedia, or online services and systems." I'm not convinced I have any of that. The DVD-ROM contains three live-action videos (about 40 minutes each), a slideshow (no audio) of 75 frames, and 3 more slideshows that look like PowerPoints but have audio. Plus the Electronic Resources part, which consists mainly of a huge amount of "printable resources"—mostly of things already present in the kit's volumes; there are also a few journal articles, which exist only on the DVD-ROM. I guess that means the DVD-ROM contains "digitized versions" of the volumes that make up a good portion of the kit? I think the idea is you can make more copies of the lessons found in the volumes by printing them out from the DVD-ROM. Cruising around in the electronic resources folder, there are a lot of PDFs, plus GIF and JPEG files. (The video files are in BUP, VOB, and IFO files, which I've never heard of before.) Is the presence of "digitized versions" of the volumes enough to use Type "m"? I looked back at Type in BFAS. At Special Guidelines, the Electronic Resources box, it says (paraphrasing here) to code for the CONTENT: "a" for language materials, "e" for cartographic, "g" for videos. It goes on re-state the definition of "m": "Use code 'm' only for computer software (including fonts, games, and programs), numeric data, computer-oriented multimedia, or online services and systems." Again, it seems that I don't have any of that (where would "digitized versions" fit in the above?) so I would not use "m". But a couple of boxes down, there is one for Items With Multiple Characteristics, which would seem to be true of my DVD-ROM. It says to usually choose the code that corresponds to the CARRIER in field 300. So now we're coding for the carrier, not the content--usually. Argh. (Of course, we are talking about the DVD-ROM specifically, not what's in the 300, which has all components of the kit.) Anyway, this seems to indicate I would use "m". There is one possible out, back at the discussion at code "m". It says, "If a significant aspect of the material falls into another Type category, code for that significant aspect instead [and lists sound recording, cartographic material, notated music, etc.]" Okay. But I'm not sure if there is one significant aspect on the DVD-ROM. Next sentence: "In case of doubt or if the most significant aspect cannot be determined, use code 'm'." So now I have to randomly choose something as predominant or I am stuck with 'm'. Please, what do I put in Type, and why? In the 33X and 34X, I didn't include computer program in the content types (336) nor either program file or data file in digital file characteristics/file types (347 subfield \$a) since there does not appear to be anything like those things on the DVD-ROM. I did include computer in the media types (337) and

computer disc in the carrier types (338). I used only PDF, GIF, and JPEG for encoding type (347 subfield \$b). Does all that sound correct, or not? Whew.

Answer: You seem to have chosen to catalog this conglomeration as a kit, Type “o”, properly so given that it’s a collection of instructional materials. From your description of the DVD-ROM’s contents, it sounds to me as though most of the files are either video (probably including the various slideshows) or text (including the journal articles and the digitized versions of the lessons), in one form or another. The BUP (BackUP), VOB (DVD Video Oject), and IFO (InFOrmation) files are (apparently) commonly present on DVD-Video discs as (oversimplifying things) backup, audio and video support, and navigation files, respectively. The video aspects will all be covered by a Type “g” 006; code TMat as “v” and Form as “q”. The paper texts and the digital text files on the DVD-ROM will all be covered by a Type “a” 006. Now this part feels a bit unusual. You have both paper texts, the 006 for which would be coded Form “blank”, and text files on the DVD-ROM, the 006 for which would be coded Form “q”. Hence, I would suggest two 006 fields to cover these, both coded Type “a” but individually with the respective Form code vales of “blank” and “q”. I tested this out and validation doesn’t seem to have a problem with multiple 006 fields with the same Type code. Not that either you or I would ever be obsessive, but if you were so inclined, you could also include field 006 Type “k” for the posters, with whatever TMat coding is appropriate. You needn’t feel obligated to account for every last component of the kit in this manner, however. Your 33X and 34X choices sound good to me. If the illustrated content is as prominent as you suggest, both in the volumes of lessons and as the posters, you may want to include a 336 field for “still image.”

A Date Certain

Question: I’m wondering if the dates for #668448143 are correct. Shouldn’t the first date in the fixed field should be 1973? The note that pertains to dates states the following: “Originally released as a motion picture in 1973; extended director's cut originally released in 2000.” The copyright date of 2010 came from the case of the DVD. What do you think are the most appropriate dates for this resource in the fixed field?

Answer: This is a DVD, and as BFAS says in field 264 under the VIS Guidelines for subfield \$c (<https://www.oclc.org/bibformats/en/2xx/264.html>), a DVD-Video published in the United States cannot have a publication date earlier than 1997, when DVDs were first made commercially available. You may want to look at the OLAC *Best Practices for Cataloging DVD-Video and Blu-ray Discs Using RDA and MARC21* (https://olacinc.org/sites/default/files/DVD_Blu-ray-RDA-Guide-Version-1-1-final-aug2018-rev-1.pdf); fixed fields Dates and DtSt are discussed beginning on page 36 and dates in field 264 beginning on page 94. The note that you quote also states explicitly “extended director's cut originally released in 2000.” As this is the extended director's cut (according to the 250) and not the film’s original version, 1973 also cannot be the date of this DVD’s publication. Regardless of where the copyright date of 2010 came from, it seems to have been reasonably chosen as the probable date of publication, following RDA LC-PCC Policy Statement 2.8.6.6. My own choice for DtSt and Dates would probably have been DtSt “p” with Date 1 “2010” and Date 2 “2000” (this being a 2010 DVD release of the 2000 extended director’s cut motion picture film). A good argument can also be made for DtSt “s” and just Date 1 as “2010” because of all the added special features (particularly the 75 minute “making of” documentary). None of this is to suggest that 1973 is not an important date here. The date 1973 could be recorded in field 046 subfield \$k as the date of the original creation of the resource. The OLAC BP document discusses field 046 beginning on page 55.

Card Tricks

Question: In some background and historical reading on cataloging that I've been doing, I've run across the concept of "unit entry" and "traditional unit entry," but I'm not finding any definition. It seems to have been a term that was well understood jargon and related to card catalogs back in the day. Do you have any ideas?

Answer: Without a context for the phrase, "unit entry" or "unit card" would likely have referred to the "main entry" copy of a catalog card. That unit entry would have been reproduced in as many copies as needed to accommodate the added entry and subject heading entry cards that would have the headings typed at the top and be filed as appropriate. Depending upon the practices at the specific library, the unit entry could be the only complete copy of the card, with the other non-main-entry cards being just the first of multiple cards or some other condensation of the unit entry. Shelf list cards, filed by classification scheme and often accessible only to library staff, could be another copy of the unit card. Again depending upon the context, "unit entry" may less frequently refer to the practice of cataloging something such as a sound recording as a unit (as was common under AACR2 and later) instead of analytically work-by-work (as was common under AACR1). AACR1 actually has a definition of "unit card" in its glossary that reflects that first, more common use: "A basic catalog card, in the form of a main entry, which when duplicated may be used as a unit for all other entries for that work in the catalog by the addition of the appropriate headings."

Core Competency

Question: Is the copyright date a core element when there is no publication date?

Answer: The copyright date, recorded as a copyright date according to RDA 2.11 in field 264 subfield \$c with a Second Indicator value 4, is not a core element. The date of publication is a core element (RDA 2.8), however. Following LC-PCC PS 2.8.6.6, the copyright date may be used to supply a probable and bracketed date of publication in field 264 subfield \$c with a Second Indicator value of 1. But in that case, the date acts as a core (probable) date of publication, not as a copyright date. The OLAC *Best Practices for Cataloging DVD-Video and Blu-ray Discs Using RDA and MARC21* (https://olacinc.org/sites/default/files/DVD_Blu-ray-RDA-Guide-Version-1-1-final-aug2018-rev-1.pdf) document deals with these date questions on pages 94-95 and 98-99. In summary, the recommendations are to record the copyright date in its separate field 264 when you use it to supply a probable publication date.

Think Locally, Act Globally

Question: I recently read a posting that said OCLC is converting existing 655 fields in WorldCat. All fields coded as "655 _7 ... \$2 local" are being changed to "655 _4 ... [no \$2]," and that going forward, catalogers should cease using the former formulation in favor of the latter. Is this true? I'm curious because (1) I hadn't heard about it, and (2) my library does use several locally devised genre terms, and we've always coded them as "655 _7 ... \$2 local." I want to make sure before I change my practice. If it is true, will Second Indicator value 7 be, let's see, the current buzzword is "deprecated" though I'm not sure why we can't be clear and say "deleted" from BFAS? I see the indicator value and definition is still in MARC 21. The discussion on the list was in terms of what country a foreign film was from (a function now taken over by 257), but the ones I use are for three-dimensional objects. "Human anatomy \$v Models" is one I use; another is "Cultural objects \$z [place]."

Answer: For some time now, the following has been in BFAS 655 under the Second Indicator. The last sentence is the one relevant to your question: “**Note:** The previous practice for indicating the source of a genre heading was to use 2nd indicator value 7 and identify the MARC code for the source list in subfield †2. Under current practice, in addition to value 7, specific thesauri are now identified with 2nd indicator values. Prefer use of 2nd indicator values 0, 1, 2, 3, 5, or 6 when codes in subfield †2 would convey the same information. Prefer use of 2nd indicator value 4 instead of value 7 and subfield †2 *local*.” Second Indicator value 7 will not be deprecated because it remains valid in MARC 21 and its use perfectly legitimate when any of the dozens of the *Genre/Form Code and Term Source Codes* (<http://www.loc.gov/standards/sourcelist/genre-form.html>) or other related subject thesauri not covered by Second Indicator values 0, 1, 2, 3, 5, or 6 are appropriate. “Human anatomy” (sh85004839) would properly be coded as field 650 rather than 655, regardless of any subdivision. To follow currently accepted practice, you might pair that LCSH 650 with an LCGFT genre/form heading 655 “Models (Representations)” (gf2017027245) or even use the more specific LCGFT 655 “Anatomical models” (gf2017026150). The Getty Art and Architecture Thesaurus (subfield \$2 value “aat”) has the legitimate heading “cultural artifacts” (<http://vocab.getty.edu/page/aat/300265421>), if using AAT is an option for you. I don’t know much about AAT myself, but it may be worth looking into so you can align with current practice rather than resorting to local workarounds.

That’s the Extent of It

Question: RDA has a list of terms to use to describe the extent of three-dimensional forms. It’s currently at the Exceptions to 3.4.1.3. (This same list is used for text and for still images.) I find this list odd. For example, it contains “jigsaw puzzle” but not “puzzle.” Must any puzzle not of the jigsaw kind now be called a game or a toy? Another thing: Under AACR2, my shop tended to use specific terms in the 300 for representations of animals and people, e.g., 1 doll, 2 puppets, 7 stuffed animals. None of these appear on the list. Must we now call all such things a toy? I’m aware of the instruction at 3.4.6.2 that says, “If none of the terms in the list is appropriate use another concise term or terms to indicate the type of unit.” That still applies for things that used to carry the GMD “realia.” But I don’t think that is an out for the dolls, puppets, and stuffed animals as there is the term “toy.”

Answer: The key may be the word “appropriate” in the sentence from RDA 3.4.6.2 that you quote. Within the permissive context of RDA, what is “appropriate” seems to be something entirely up to the judgment of the cataloger. In some cases, and in the context of some catalogs, a broad term such as “game” or “toy” will work fine, but if something more specific and/or descriptive is called for (in your judgment), use that more specific term. This also seems to be in the spirit of the RDA 3.4.1.3 Alternative of using “a term in common usage (including a trade name, if applicable).” As I read RDA 3.4.1.3 in conjunction with 3.4.6.2, we have been given permission to be as specific as we wish or need when the terms on the list are unhelpful, too general, or otherwise inadequate.

Game Theory

Question: Been doing a lot of games lately, mostly the “non-casual” kind, sometimes also called “German style.” I had always coded 336 as “three-dimensional form” and 338 as “object” for these and other games. But then it began to bother me that usually only a portion of the game—often a small portion—fit those terms. Game boards, cards, thin tokens, and so forth predominated, and they were 2-D. Then it happened: I had a board game whose components consisted entirely of 2-D materials. Do I call it 3-D form and Object because it comes in a box? That seemed a bad reason. I began experimenting with using multiple 336 and 338 fields and specifying what parts of the game each referred to in subfield \$3. I had already done this in scores with the volumes in the various *Recent Researches in the*

Music of the [period] published by A-R. They always have a pretty extensive preface with information on the composer, the piece(s), the milieu both inhabited, editorial procedures, notes on performance; and for vocal music, also the complete text with English translation. I use two 336 fields, one for notated music, one for text. (In this case, there is no subfield \$3 as there is only the single volume, though I suppose I could use “preface” for the text and “score” for the other. That strikes me as going too far and being obvious. Here’s one of the games I tried it on:

- 300 1 game (1 mountain game board, 5 player boards, 1 sled board, 66 madness cards, 48 equipment cards, 15 injury cards, 11 relic cards, 36 encounter tiles, 11 relic tokens, 6 leadership tokens, 1 airplane figurine, 1 hourglass timer, 1 penalty die) : ꞑ cardboard, plastic, color ; ꞑ in container 30 x 30 x 7 cm. + ꞑ 1 set instructions
- 336 three-dimensional form ꞑ tdf ꞑ rdacontent ꞑ airplane figurine, hourglass timer, penalty die
- 336 still image ꞑ sti ꞑ rdacontent ꞑ boards, cards, tokens
- 337 unmediated ꞑ n ꞑ rdamedia
- 338 object ꞑ nr ꞑ rdacarrier ꞑ airplane figurine, hourglass timer, penalty die
- 338 card ꞑ no ꞑ rdacarrier ꞑ boards, cards, tokens

After cataloging several games this way, conversely it began to bother me that I was ignoring the game as a whole. There’s one game where I tried to have it both ways, using “overall game.”

- 300 1 game (1 game board, 8 pawns, 1 multiplication table, 2 10-sided dice, 24 Prime cards, 4 blank Prime cards) : ꞑ cardboard, paper, plastic, color ; ꞑ in container 26 x 26 x 7 cm + ꞑ 1 set instructions
- 336 three-dimensional form ꞑ tdf ꞑ rdacontent ꞑ overall game, pawns, dice
- 336 text ꞑ txt ꞑ rdacontent ꞑ cards
- 336 still image ꞑ sti ꞑ rdacontent ꞑ multiplication table, game board
- 337 unmediated ꞑ n ꞑ rdamedia
- 338 object ꞑ nr ꞑ rdacarrier ꞑ overall game, pawns, dice
- 338 card ꞑ no ꞑ rdacarrier ꞑ cards, game board
- 338 sheet ꞑ nb ꞑ rdacarrier ꞑ multiplication table

Am I crazy? It’s true I’ve never seen any copy in WorldCat that uses multiple 336/338 for games or anything else; on the other hand, most copy I find is not in RDA; at best it is a hybrid record, with an algorithm deciding what goes in 33X. When I asked for advice, a former colleague said an interesting thing that may be pertinent here. Although the pieces may be 2-D, the puzzle is put together or the game is played in three dimensions. I’ve never completely unpacked what that means but suspect it may be the same as my gut feeling about “overall game.” Got any advice? And again, is this addressed in the forthcoming BP for cataloging objects?

Answer: As much as the multidimensional 33X fields may (or may not) be an improvement over the old single-dimensional General Material Designations, the 3XXs remain imperfect. The “other” and “unspecified” designations render them all-encompassing, but only in the most over-simplified way. The in-progress OLAC Best Practices document for objects does deal with the 3XX fields, but not in much detail (336 will usually be “three-dimensional form;” 337 will usually be “unmediated;” 338 will usually be “one of the unmediated carriers, i.e., object”). If a particular game consists primarily of one type of content and/or carrier, by all means you may bring that out. It’s also acceptable to use multiple 336 and/or 338 fields to account for a variety of content and/or carrier types. The designation “overall game” for subfield \$3 is an interesting approach that I don’t recall ever seeing before. I wouldn’t call it incorrect, but it could be argued that any 3D object that’s part of such a game renders the game as a whole both a “three-dimensional form” and an “object,” making the “overall game” designation a bit superfluous. Of course, there’s also the whole issue of how our descriptive cataloging defies physics. Many of those things that we casually consider to be two-dimensional, such as individual photographs or sheets of paper or cards, are really three-dimensional; otherwise we wouldn’t be able to pick them up. And let’s face it, every tangible book or sound recording or video recording is also a three-dimensional form, no less so than a boxed game of checkers. Generally, my advice would be to regard most games as 336 three-dimensional form and 338 object, at least, unless the game is primarily a single other type of content and/or carrier. If additional details would be helpful to bring out, as you have in your examples, you may do so. Even if you’ve detailed each and every game component in your 300 field (or in a note), you don’t need to feel obligated to account for each one in a corresponding 336 and/or 338.



The Music OCLC Users Group (MOUG) is the voice of music users of OCLC's products and services.

Through our publications, annual meetings, and other continuing education activities, MOUG assists novice, occasional, and experienced users of all OCLC services in both public and technical services.

We also provide an official channel of communication between OCLC and music users, advocating for the needs and interests of the music library community.

A year's personal membership, including a subscription to the MOUG Newsletter, is \$40 USD. Institutional membership is \$50 USD per year. Please direct all correspondence to: Jacob Schaub, MOUG Treasurer, Music Cataloging Librarian, Anne Potter Wilson Music Library, Vanderbilt University, 2400 Blakemore Ave., Nashville, TN, 37212.

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