



Stop the Backlog! Cross-training as a Response to a Growing Multimedia Backlog

Presented by
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OLAC Conference
October 27-29, 2006

ABSTRACT

In 2002, the Senate Library Committee decided that Queen's University Library should begin collecting multimedia material. To meet this goal, the Media Working Group was struck with the task of devising a plan to develop a collection. The collection was primarily comprised of DVDs and VHS recordings, but also included other formats (e.g. CD-ROMS, DVD-ROMS) As the collection increased, the demands on the cataloging librarians increased and a backlog began to develop. At around the same time, Central Technical Services was being reorganized so that cataloging and acquisitions technicians were being cross-trained to create a more efficient workflow. To help with the backlog, a group of senior cataloging technicians were chosen to be trained in videorecording cataloging.

This poster session will demonstrate the challenges — and successes— of this change to the technicians' routine by displaying the techniques used for training, handouts created and measurable outcomes.

Building the multimedia collection: a brief chronology

- ◆ **September 2002:** Senate Library Committee undertook discussions about multimedia resources on Campus and from these discussions a report was produced “*Current State of Multimedia Resources at Queen’s*”
- ◆ **January 2003:** The Media Working Group was formed as a subgroup of the Resources and Collections Functional Team, and later that spring was given the mandate to formulate recommendations for building a collection
- ◆ **March 2003—May 2004:** The Media Working Group met regularly to discuss issues such as copyright, budget, cataloging and collection development. Out of these discussions came a report: *Building a Media Collection for the Humanities and Social Sciences* that was submitted to the senior management of the Library
- ◆ **Summer 2004:** The recommendations were approved and approximately 100 titles initially acquired
- ◆ **September 2004 to August 2005:** The collection continued to build with the backlog of uncataloged videos growing. At this time, there was a plan to reorganize Central Technical Services and cross-train technicians. Due to the backlog of uncataloged videos, it was decided that senior cataloging technicians would be trained to catalog videorecordings
- ◆ **September 2005 to present:** A comprehensive plan was created for the purpose of training technicians to catalog videorecordings. A series of training sessions took place and then a few of the trainees started to practice their new skills. Although a few technicians continue to contribute to cataloging DVDs, the majority of the media cataloging is still being done by the librarians

PLANNING

Central Technical Services Reorganization 2005 Individual Training Plan		
Name: Matilda Fraser		
<p>Learning goals (2005/06):</p> <ol style="list-style-type: none"> 1. Learn the Voyager acquisitions module 2. Enhance understanding of principles and practices of LCSH and LC Classification 1. Continue to learn more about cataloguing continuing resources 2. Learn rules and practices for cataloguing videorecordings 5. Enhance understanding of authority control <p>Summary of current duties:</p> <p>-Derived cataloguing of monographs and serials (print and non-print), authority work, file maintenance, original descriptive cataloguing, specialization: art and law</p> <p>New duties:</p> <p>-Media cataloguing, more serials cataloguing, basic acquisitions</p>		
Training Session	Date	Related to goal #
Media cataloguing - overview	Nov. 1-4	4
Media cataloguing – workshops	Nov. 14-Dec. 9	4
Monograph acquisitions	Feb 6-10	1
Serials cataloguing - refresher	Mar. 6-10	3
Serials cataloguing – workshops	Mar. 13-24	3
LC Subject Headings II	Fall 2006	2
LC Classification II	Fall 2006	2
Series authorities II	Fall 2006	5

PLANNING

- ◆ As part of the overall Training Plan, individual training plans were created for each member of the Central Technical Services staff to support the reorganization of the department
- ◆ An example of an individual training plan for one of the five senior monograph cataloging technicians who were chosen to participate in the videorecording cataloging training is shown on the right
- ◆ These technicians were chosen because it was hoped with their many years of cataloging experience they would possess the necessary judgement skills to tackle a new format.
- ◆ The intention was for these catalogers to not only help with the backlog but to add videorecording cataloging to their routine.

DESIGNING

Media cataloguing

- New or different fields:

 - 511 Cast
 - Provide a brief list of cast members as they appear in the opening credits
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- 511 1_ #a Renée Zellweger, Ewan McGregor, David Hyde Pierce, Sarah Paulson, Tony Randall.
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DESIGNING

- ◆ Once it was decided who would be trained and what they would be trained to do, we spent several weeks designing a series of training sessions.
- ◆ During the design phase we had to make decisions about:
 - The organization of the session
 - Where the training would take place
 - How it would be delivered

BUT MOST IMPORTANTLY:

- ◆ We had to design the content of the training session
 - One theory session and two workshops were planned
 - We decided to focus on what is new and different, including fixed and variant fields
- ◆ To compliment the training sessions we produced a number of handouts
 - some handouts were designed to reinforce the theory
 - other handouts were intended to be cheat sheets
- ◆ For the theory sessions we used a PowerPoint presentation (see example), and for the workshops we decided to work through a few examples using actual videorecordings editing records in Voyager

TRAINING SESSIONS

- ◆ There were three training sessions over a three week period:
- ◆ One session on theory:
 - Began with an overview of general guidelines
 - Introduced new fields e.g. 508 and 511 and fixed fields
 - Discussed classification issues
- ◆ And then two workshops where theory was practiced using one Hollywood film and one documentary
 - We edited the bibliographic records in Voyager

The screenshot shows a Microsoft Internet Explorer browser window displaying the QCAT (Queen's University Library Catalogue) search results. The browser's address bar shows the URL: <http://islander.library.queensu.ca/cgi-bin/Pwebrecon.cgi?v3=1&ti=1,1&SEQ=20061015141630&SL=none&Search%5FArg=legally%20blonde&SL=None&Search%5FCode=TALL&CNT=50&PID=s@C>. The page header includes the Queen's University Library logo and navigation links such as "New Search", "Return to Titles List", "Search History", "LOGIN", "View Your Account", "Request Item in QCAT", "Request Item not in QCAT", "HELP", "Connect from Off-Campus", "Find Journal Articles", "Other Catalogues", and "LIBRARY HOME". The search results section displays the following information:

You are searching: Queen's University Library Catalogue (QCAT)
You searched: Title = legally blonde
Search results: Displaying 1 of 1 entries

Navigation buttons for "previous" and "next" are visible. Below the search results, there are buttons for "Brief Record", "Full Record", and "MARC Record". The selected record is for "Legally blonde Metro-Goldwyn-Mayer Pictures presents a Marc Platt...". The MARC record data is as follows:

```
000 02785cgm a2200565 a 45
001 1732663
005 20060526153830.0
007 vd cvaizk
008 030307s2001 cau095 g vlang d
035 __|a (OCoLC)ocm47959553
040 __|a TEF |c TEF |d OCLCQ |d JED |d UV$ |d OCLCQ |d JED |d OCLCQ |d CaOKQ
020 __|a 0792862260
024 10 |a 027616868268
028 42 |a 1002626 |b MGM Home Entertainment
041 0_ |a eng |a fre |a spa
082 04 |a 791.4372
050 14 |a PN1995.9.C55 |b L443 2001
090 __|a PN1005.9.C55 |b L443 2001
```

The browser's taskbar at the bottom shows the Windows start button, several open applications including "OLAC poster present...", "Queen's University Li...", and "QCAT MARC Record...", and the system tray with the time 2:16 PM.

RESULTS

What we did wrong:

- ◆ Did not choose the right people, were forced to train the senior technician not all of whom were interested in receiving the training
As a result only two of the five practiced and continue to catalog videorecording
- ◆ We should have insisted on a dedicated training room rather than having to create a training room out of a meeting room with a projector and laptop
- ◆ We should have spent more time demonstrating the hardware and not assumed that everyone would know how to use a DVD player and the DVD drive on the computer
- ◆ Focused on DVDs although we have also have a backlog of VHS did not realize that it would be so difficult for the technicians to move from one format to another
- ◆ Hollywood vs. educational films—we thought it would be useful to make the distinction but it just seemed to confuse people
- ◆ We left it up to the technicians to practice cataloging when they could fit it into their routine, but we should have had a more structured practice period with follow-up

What we did right:

- ◆ We designed really useful handouts
- ◆ We chose some examples for the workshops that were fun or interesting and were good examples of some of the different issues that arise when cataloging videorecordings
- ◆ The training sessions were well planned and well organized

Measurable outcomes:

- ◆ 2 of 5 people are currently cataloging videorecordings—we were successful in training them
- ◆ December 2005 we had a backlog of approximately 265 DVDs and VHS cassettes
- ◆ By August 2006 the backlog had been reduced to 85 uncataloged DVDs and VHS cassettes; however, of the 180 videorecordings that were cataloged, the two technicians have only cataloged 30 videorecording and these were only DVDs.
- ◆ The cataloging librarian still does 85% of the videorecording cataloging

Recommendations:

- ◆ Have a dedicated training space if at all possible
- ◆ Create very detailed handouts
- ◆ Screen trainees and choose technicians who are willing to learn and take on a new responsibility
- ◆ Have structured practice sessions
- ◆ Be prepared to do follow-up sessions
- ◆ Ensure that all formats are covered; don't assume that the learning will be easily transferred to learning another format