Outline

- Background
- Training Approaches: Take 1
- Training Approaches: Take 2
- Ongoing Challenges
- Change Management
- Making It Through
Background

Large library system

Cataloging is distributes across the organization

- University Libraries
- CDAD
- SCDAD
- Music and Dance
- In the system
- Law
- Health
- Regionals
Special Collections Description and Access (SCDA)

- Responsible for cataloging and coordinating archival processing for all University Libraries Special Collections
  - 7 Special Collections

- Staffing
  - Department Head (me)
  - 4 staff with cataloging responsibilities, including a Cataloging Coordinator
  - Processing Coordinator
Two Transitions

- January 2012
  - OSUL Commits to June RDA implementation
- June 2012
  - OSUL adopts RDA for Original Cataloging
- Fall 2012
  - 75% of department staff retires
- January 2013
  - New staff begin
- June 2013
  - SCDA re-implements RDA for (most) Original Cataloging
Coordinated Effort

- RDA Implementation Training Team formed
  - 6 members, with varying areas of expertise

- Identified all staff with original cataloging responsibility
  - Approx. 25 people

- Adopted a “train the trainer” method
  - Training Team worked through the available online training together

- Developed versions to deliver in-house
OSUL Training

• Laid the foundation
  • Brown-bag webinars on FRBR and other concepts

• Workshop Series
  • 3 workshops, each 3 hours long
  • Team taught by a pair of instructors

• Hand-on lab session
  • Everyone participated

• Separate short workshop and checklist for copy catalogers
... Followed by the PARTY!!!!
Early Adopter Challenges

• LC PCC PS were still being developed

• Had to make LOTS of local policy as part of the training development process
  • ... and left a long list for the Catalog Policy, Process and Training Committee to tackle

• Not many resources to draw from
Lessons Learned

- Working in pairs was great!
- Offering flexible scheduling and locations
- Brown bags were a great way to prep
- Lots of handouts

But not so good …
- Not enough hands-on
- Still too much “theory” or abstract concepts
Implementation Phase

• Brown bags to discuss issues about a month after implementation

In my department …
• Staff did not feel ready to implement
• Wanted many more examples
• Confused by varying practice in RDA records they did find
Do-over time!

• Cataloging Coordinator and I worked together to develop and deliver the training
• Flipped the classroom
  • Assigned more pre-work of viewing webinars, etc. before going into the workshop
• Did a series of 4 workshops, 3 hours long
Content updates

• By this time, LC had overhauled their modules and many more sources also available

• Much more concrete in approach

• Incorporated many more examples from our actual workflow

• Included hands-on work
  • Each person had three example items to work on during a session
Implementation: Big Improvement

Daily review
• All new original placed on a cart
• Assigned people to review production from previous day
• Cataloging Coordinator compiled results

Weekly meeting
• Interesting examples from daily production
• Establish local policy, if needed

Review continued for about 2 months
Ongoing Challenges

• RDA is updated twice a year
  • Can even happen on the day of your workshop 😊

• Most people still have to be self-taught before they can teach
A conundrum …

- So how much FRBR do you really need to know?
- Should you do the compare/contrast with AACR2?
- Should we ignore MARC?
Family of Works

Equivalent
- Microform Reproduction
- Copy
- Exact Reproduction
- Facsimile
- Reprint

Derivative
- Edition
- Simultaneous “Publication”
- Revision
- Translation
- Variations or Versions
- Illustrated Edition
- Expurgated Edition
- Arrangement
- Slight Modification

Cataloging Rules
Cut-Off Point

Descriptive
- Free Translation
- Summary
- Abstract
- Digest
- Dramatization
- Novelization
- Screenplay
- Libretto
- Change of Genre
- Parody
- Imitation
- Same Style or Thematic Content
- Adaptation

Variations or Versions
- Original Work-- Same Expression
- Same Work -- New Expression
- New Work

Harry Potter and the Sorcerer's Stone by J.K. Rowling

**Expression 1**
Text—English

**Expression 2**
Text—German

**Expression 3**
Spoken word performance in French

**Manifestation 1**
London: Bloomsbury, 1997

**Manifestation 2**
New York: Levine, 1998

**Manifestation 1**
Hamburg: Carlsen, 1998

**Manifestation 1**

**Item 1**
OSU Libraries copy 1

**Item 2**
OSU Sp. Coll. autographed copy

Reminder: Entity 1 inherent relationships in FRBR
My answer

• The first time, we really focused on FRBR and RDA Terminology and invested a lot of time in the theory
  • … “you mean uniform title, right?” … “umm .. Yes …”

• The second time, we did lay the foundation, but after that focused much more on “item in hand”
  • But the staff were already on board with the theory
Change Management

1. Prepare for change
2. Manage the change
3. Reinforce the change
Questions?
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