



Integrating Enhance & NACO Work into Pre-Professional Experiences: a Successful Strategy for All

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What We'll Cover

- Background
- Managing the process and the people
- Training pre-professionals
- Enhance
- NACO in ETDs, Music and AV
- Pre-professional's perspective



Definitions and Context

- KSU system
 - 14 libraries (branches, regional campuses)
 - About 2 million volumes
 - Participate in Enhance and NACO
 - SLIS program on the Kent campus
- Pre-professionals:
 - Graduate student assistants
 - Practicum students
 - Recently graduated volunteers



Caveats

- Free labor isn't free
 - Training time is a major commitment
 - Tapers off as preprofessional gains independence
 - Find ways to reward: learning, resume building, etc.
- Best managed as temporary employees
 - Interview beforehand
 - On-the-job training and supervision



Why Do It?

- Sense of responsibility toward students
- Inadequate personnel budget and lines
- It's fun!
- It's flexible!



Best Practices For Managing

As you would for other employees

- Create a position description
- Recruit
- Interview
 - Expect a résumé



Best Practices For Managing

As you would for other employees

- Orient
- Train
- Evaluate performance
- Assess situation
- Repeat!



Initial Training Tools and Techniques

- Personal Intranet page with resources
- Dual monitors
- Delegation
- “Walk me through...”



Flavors of Cataloging

- Copy
 - “What do you notice? What’s different about this record?”
- Adaptive
- Original



Adaptive

- Role reversal
 - “Walk me through it”
- Enhance authorization to replace master records
- Communication within Connexion
 - My status “Megan ETD questions”
 - 999 notes



Original Cataloging

- Build up from copy and adaptive

and/or
- ETDs
 - Subject and classification complexity
 - Personal name ambiguities



NACO—Music and AV

- Relevant NACO funnels to music and AV:
 - NACO Music Project (NMP)
 - NACO-AV Project
- Factors necessary in introducing NACO to workflow:
 - Competency
 - Longevity of experience



Pre-Professional Cataloger's Perspective

- Background from SLIS coursework
- Training in University Libraries
 - Hands-on experience
 - One-on-one instruction
 - Joint review of work
 - Grouping of assignments



Pre-Professional Cataloger's Perspective

- Cataloging standards/reference materials
 - Library school introduction: Advisable, but not absolutely necessary
 - In-library training: greater exposure to what constitutes quality cataloging
- Quality control in OCLC
 - Input of experienced cataloger important
 - Can more easily learn efficiency without sacrificing accuracy
- NACO authority work



Pre-Professional Cataloger's Perspective

- Overall success and related responsibilities of the pre-professional
 - Versatility
 - Past experience in subject area
 - Language experience
 - Willingness to explore new subject areas
- Work with KSU catalogers—decisive factor in gaining employment



Concluding Statements

- Best practices in administration, management and strategic planning
- Mutual benefits for both institution and pre-professionals
- “Winning Strategy for All!”



Coming Soon...

Lisius, Peter H., Margaret Beecher Maurer,
Sevim McCutcheon, and Jacob Schaub.

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