Cataloger Tasks as a Framework for Cataloging Education

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Library Reference Model (LRM)

- **User tasks**
  - Find
  - Identify
  - Select
  - Obtain
  - Explore

- **Entity-relationship model (FRBR)**
  - Entities: Group 1, 2, 3
  - Relationships
  - Attributes

- **National level record elements** *(mandatory & optional data)*
Library Reference Model (LRM)

- **User tasks**
  - Find
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<table>
<thead>
<tr>
<th>User Tasks Summary</th>
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<tbody>
<tr>
<td><strong>Find</strong></td>
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Cataloger’s role

Information translator
Catalog Objectives  ↔  User Tasks

- **Cutter**
  - To find
  - To show
  - To assist

- **F. Miksa**
  - Known-item
  - Category search

- **Svenonius**
  - Locate
  - Identify
  - Select
  - Obtain
  - Navigate

- **User Tasks**
  - **FRBR**
    - Find
    - Identify
    - Select
    - Obtain
  - **FRAD**
    - Find
    - Identify
    - Contextualize
    - Justify
  - **FRSAD**
    - Find
    - Identify
    - Select
    - Explore

**Assessing user needs**

- **User Tasks**
  - **LRM**
    - Find
    - Identify
    - Select
    - Obtain
    - Explore

- **Find**
- **Identify**
- **Select**
- **Obtain**
- **Explore**
Identifying the main cataloger tasks
RDA rules (for any type of information objects)

Descriptive cataloging: container & content

Subject cataloging

Descriptive cataloging: agents

Title authority control (e.g., series)
The four main cataloger tasks

Section 1: Recording Attributes of Manifestation & Item
- 1: General Guidelines on Recording Attributes of Manifestations and Items
- 2: Identifying Manifestations and Items
- 3: Describing Carriers
- 4: Providing Acquisition and Access Information
Moving further in....

Recording attributes of things and relationships to or between things

Attributes

Attributes of Group 1 entities

Relationships to Group 2 entities

Relationships between entities from Group 1 or 2

Section 1: Recording Attributes of Manifestation & Item
Section 2: Recording Attributes of Work & Expression
Section 3: Recording Attributes of Person, Family, & Corporate Body
Section 4: Recording Attributes of Concept, Object, Event & Place
Section 5: Recording Primary Relationships Between Work, Expression, Manifestation & Item
Section 6: Recording Relationships to Persons, Families, & Corporate Bodies
Section 7: Recording Relationships to Concepts, Objects, Events, & Places
Section 8: Recording Relationships between Works, Expressions, Manifestations, & Items
Section 9: Recording Relationships between Persons, Families, & Corporate Bodies
Section 10: Recording Relationships between Concepts, Objects, Events, & Places
- Appendices
Guides the creation of cataloging rules such as RDA.

International principles and standards (ILCP) from IFLA

Foundational documents

Library Reference Model (LRM) from IFLA

Replaces FRBR, FRAD, FRSAAD

Bibliographic Control

using Resource Description and Access (RDA)

Subject Cataloging

(content attributes, etc.)

Subject analysis and representation

Classifying access points

LCG, DDC, UDC, etc.

Classification Systems

RDA, Section 7

Subject Access

points

Descriptive Cataloging

(content attributes, etc.)

Combined process of creating subject and descriptive data.

Cataloging

RDA, Sections 2-6, 8-10

Identifying WEMI attributes, AP's, and relationships among them

Authority Control

Access points chosen for bib description; corresponding authority records are verified or established in authority records

Production of Library (bibliographic, authority, special)

The overall library catalog is composed of multiple databases each contributing a vital function for the organization, control, and retrieval of information resources.
Access Poses Two Questions Regarding Choice:

- Who is intellectually responsible for this information resource?
- How is the information resource known?
Section 2, chapter 6

1. First, we decide to create these access points using RDA.
2. User task identify (FRAD)—we validate the form of the name/title/heading to be used as the access point in the bib record. This is the authorized access point—i.e., established form.

Governing and Normalizing data

Cataloger Tasks

- Authorizing/Establishing
- Documenting
- Associating
- Validating
- Clarifying
Subject Analysis in practice—Contextualizing, Clarifying, Positioning, etc.

Gathering data:
- Title
- Table of contents
- Preface or introduction
- Scan the text
- Bibliographical references and/or index entries
- Cataloging copy
- Reviews, reference works, subject experts

Creating subject access points
- Brainstorming
- Making a list of concepts—central, less central, subsidiary
- Writing out a subject statement—a summarization, so to speak
- Determining the ‘depth’ of indexing

Analyzing
- Contextualizing
- Clarifying
- Verifying
- Positioning

Translating/Converting
- Disambiguation, formulating

Reexamination
- Are the subject access points or classification numbers accurately transcribed or formulated? Do the subject access points or call numbers assigned provide sufficient access to this surrogate?
- Are the subject access points or call numbers selected consistent with those assigned to other similar surrogates in the information system?
Identifying

Describing

Recording

Providing (access)

Governing

Documenting

Positioning/Collocating

Clarifying

Translating/Converting

Contextualizing

Combining the creation of subject and descriptive data...

Combined process of creating subject and descriptive data...

Encoding

Crosswalking

Providing (access)

Production of Library catalog databases (bibliographic, authority, specialized, item files, etc.)

Guides the creation of cataloging rules such as RDA

International principles and standards (ICP) from IFLA

Library Reference Model (LRM) from IFLA

Replaces FRBR, FRAD, FRBRAD

Bibliographic Control using Resource Description and Access (RDA)

Access Points (authorized, added, etc.)

 FRBR, chapters 1-4

FRAD

RDA, Section 1.2-6, 8-10

Identifying WEMI attributes, AIP, and relationships among them

Metadata languages (MARC, MARCXML, DC, FRBRFRAME, etc.)

Encoded record

Subject Cataloging (content attributes, etc.)

Subject analysis and representation

Using:

Classification systems

Controlled vocabularies, natural language (e.g., social tagging, etc.)

Loc, DDC, UDC, etc.

FRAD

RDA, Section 7

Loc, DDC, UDC, etc.

FRAD
Cataloger’s situational awareness

Competencies
Diversity, Equity, Inclusivity
Quality, ethics
Trends, new developments
What is the purpose of studying cataloger tasks?

- At the very least it provides an overview of cataloging work and gives student librarians/information professionals a structure in which to learn how to organize information in a logical manner for any number of information retrieval systems or, in the case of library administrators, a way to clearly understand the importance of cataloging work to the library.

- At the most, it gives catalogers food for thought as to how and why their work is important to the daily functioning of their library and how their library fits within the larger arena of interconnected library systems on a national and global level.
Thank you!

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