



# ALCTS Webinar Series: *RDA for Administrators*

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13 October 2010

# Goals of the Webinar

The Webinar will cover:	
Overview of the Testing Process & Participants	Impact on Authority Control
Training: FRBR, RDA/RDA Toolkit, MARC/MODS/DC	Impact on Vended Processes & Products
Policy Development	Impact on Acquisitions & Copy Cataloging
Impact on ILS Systems	Costs of Implementation

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RDA for Administrators (Christopher Cronin)

For the purposes of this Webinar, I have defined “administrators” very broadly. I know that participants in this Webinar will be coming from all types and sizes of libraries, where organizational structures may not reflect the kind of environment that I am in, which is large research or academic libraries. So I am defining “administrators” very simply: as anyone who makes decisions, or is involved in making decisions, about cataloging and technical services policies.

This ALCTS Webinar will attempt to address, from the perspective of managers and decision-makers, some of the major issues related to adopting the new cataloging code, including:

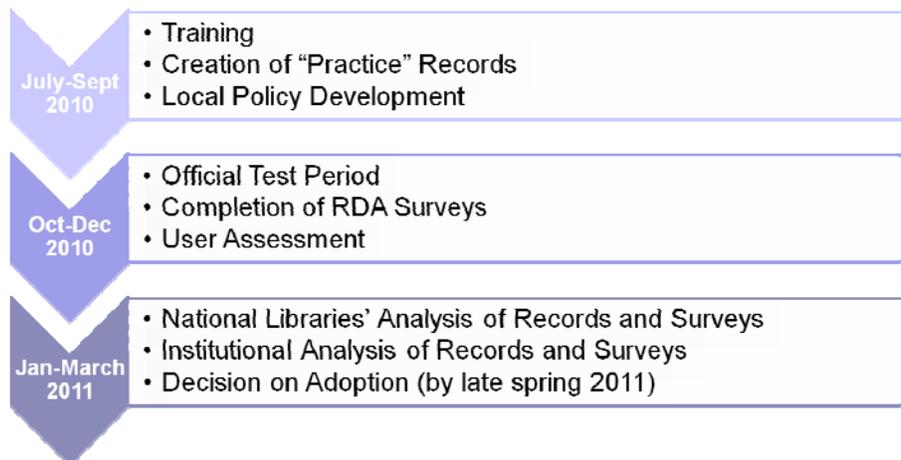
- an overview of the testing process and the testing institutions;
- managing and organizing training for staff;
- implications of *RDA* on policies and procedures for cataloging;
- preparing the ILS for *RDA* metadata;
- managing the integration of *RDA* and *AACR2* records and their displays in the catalog;
- managing the impact on vended authority control and contract cataloging;
- the costs of implementing the new code.

- The Webinar *will*:
  - Highlight issues that administrators will need to consider or plan for when adopting RDA
  - Assume some level of RDA adoption
  
- The Webinar *will not*:
  - Debate the merits of RDA, or explain how to interpret and apply specific rules

The primary goal of the Webinar today will be to outline some of the major issues and operational areas that administrators, cataloging managers, public services, and systems staff will want to think about when planning to implement RDA.

To this end, the Webinar will largely assume that a decision has been made locally to adopt RDA – not necessarily now, but in the future. I will not be discussing the relative merits of RDA, nor will this Webinar serve as a forum for instruction on how to apply RDA rules or concepts. There have already been numerous and excellent presentations on the differences between AACR2 and RDA, to which I will refer as additional resources at the end of this Webinar. Instead, we will focus on what administrators, specifically, will need to consider when implementing RDA – regardless of when that is, whether during the period of the national test or some time after. While I will occasionally draw on our experiences at Chicago, ultimately the goal of this Webinar is to provide practical and a generalizable context for how to approach implementation.

# U.S. RDA Test Timeline



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RDA for Administrators (Christopher Cronin)

What will the testing process entail? The timeline itself was formalized at a meeting of the testing institutions at ALA Midwinter in January 2010. At the time, we were planning for the release of RDA in June 2010 (which thankfully it was), and it was decided that testers would have three months to acquire the Toolkit, learn how to navigate through the rules, engage in local training, and establish local policies and procedures for the test period. The Library of Congress also provided a "Train-the-Trainers" session for testers at Midwinter, which was video recorded and the entire training is available off of LC's RDA training website.

Following the practice period, official testing began on October 1<sup>st</sup> and will continue through the end of the calendar year. All institutions will be cataloging the same 30 resources (25 requiring original cataloging, and 5 requiring copy cataloging), and we will produce both an AACR2 and an RDA record for each resource. This is called the "Common Set" – and it will be used to compare the two codes as well as how institutions created record for the same resources. It is an artificial control group, of sorts. In addition to this Common Set, each institution must create a minimum of 25 additional RDA records describing resources of their choosing, and these are called the "Extra Set."

Every time a cataloger creates an RDA record, they will also complete a survey, developed by LC, NLM, and NAL to assess the time it took catalogers to create their records, how much time was spent consulting with others during the cataloging process, difficulties encountered during the testing process (navigating the Toolkit, interpreting the rules, choosing between options in RDA, or applying coding in the communication format used – MARC, MODS, DC, etc.), and the nature of associated authority work and any associated difficulties with that process.

At the end of the testing period, each cataloger will also submit a survey of his/her cataloging background, experience, and expertise, RDA training received, as well that cataloger's overall opinions of RDA and whether he/she feels RDA should be adopted by the U.S. community. The test coordinator at each institution will also complete a survey at the end of the testing period. Finally, before the end of December, testing institutions will be required to engage in some level of user testing of RDA records. "Users" can be defined as non-cataloging staff in the library (in acquisitions, circulation, ILL, reference, etc.) or may be patrons (students, faculty, researchers, the public at large, etc.). Each institution will design a user assessment process that suits its particular needs and abilities.

Copies of surveys submitted by our own institutions will be made available to us for our own review. The national libraries will perform their data analysis for the three months following the test, though the end of March. It is hoped that aggregated data about the records and the survey results will be made available to the wider community by the national libraries, and that especially the trends identified by catalogers in their surveys will be addressed in some way.

# Testing Institutions



<b>Library of Congress</b>	Columbia University	North Carolina State University
<b>National Agricultural Library</b>	Graduate Schools of Library and Information Science (GSLIS) Group (Dominican; Wisconsin-Milwaukee; UIUC; CalState-Northridge; San Jose State; UCLA, U. of Denver)	North East School District, TX
<b>National Library of Medicine</b>	Douglas County Libraries, CO	Northeastern University
Backstage Library Works	Emory University	OCLC Contract Cataloging Services
Brigham Young University	George Washington University	Ohio State University
Carnegie Library of Pittsburgh	Minnesota Historical Society	Online Audio-Visual Catalogers (OLAC)
University of Chicago	Morgan Library and Museum, NYC	State Library of Pennsylvania
Clark Art Institute Library	University of North Dakota	Quality Books
College Center for Library Automation, FL	Music Library Association	Stanford University

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Testing institutions represent a wide spectrum of institution types, areas of expertise, and types of cataloging or metadata production. Beyond the three national libraries, the institutions range from large and medium academic libraries, to public and school libraries, to special libraries and one historical society, to vendors, to library school faculty and students, and to consortia of professional organizations. Institutions in the test will be producing, and contributing to the tested, metadata in a variety of formats and standards: MARC 21, MARCXML, MODS, MADS, and Dublin Core. Some will be creating both bibliographic records and authority records, others will focus solely on bibliographic data. Some will follow PCC standards in addition to RDA, some will not. And they will be using a number of ILS systems and faceted browsers, including Horizon, Unicorn, Symphony, Aleph, III Millennium, Voyager, TLC, WorldCat Local, Blacklight, Aquabrowser, Endeca, Primo. Some institutions will be doing all of their RDA cataloging directly into OCLC Connexion, while others will be working solely in their local databases.

The national libraries have also invited any non-formal testing institutions to contribute RDA metadata they create on their own for inclusion in the national tested of RDA test records. The Continuing Resources Cataloging Committee, for example, recently held a Webinar of its own on how non-testing institutions can contribute informally to the test process. I mention all of this because as any of you consider your own local testing or implementation, it will be important to learn from colleagues, particularly those at similar institutions, or who are using similar systems, or who create similar types of data. What worked for them, what did not, and what lessons can you learn from them in advance of your own implementation? Equally important will be for testers to share widely their experiences and best advice to other institutions. Many of us have given conference presentations, training seminars, and written about our experiences on listservs, and I think in the months to come the testing institutions will be encouraged to continue sharing their experiences and advice for best practice.

# Approaches to Testing



Start small?

... *or* ...



# Start big?

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Most testers are taking one of two approaches to testing, and this may prove influential, or at least interesting, down the road for other institutions as they consider how to adopt RDA. Some of the testers are creating smaller groups, or subsets of cataloging staff, to be RDA testers, while remaining staff continue using existing processes, workflows, and cataloging rules. Other institutions, conversely, have decided to shift all operations to RDA for the duration of the test.

There are pros and cons to both approaches. Starting small, or with a subset of staff allows an institution to minimize risk, and minimize the effects of slower processing that necessarily accompanies the learning curve of adopting new rules or practices. If the institution's test experience results in a decision to *not* adopt RDA, fewer staff will have been affected. A smaller testing team is also easier to manage and train, and lessons learned from their experience could be used to improve the transition to RDA for the other catalogers if it is adopted. Fewer records would be produced, which means less impact on review and quality measures. And the impact on the system would also be smaller because fewer RDA records would have been integrated into the database. On the down side, if RDA is adopted, there will necessarily be a duplication of training and review efforts. And it may be difficult to judge the effects of full-scale "production mode" across the entire organization if the original subset of RDA catalogers, or resources cataloged, is not representative of the whole.

Implementing RDA across an organization all at the same time has a number of advantages as well. Training programs need only be developed once, and everyone is "in it together." It avoids the possibility of creating a sense of a "privileged few" who get to be part of a test, with others "left behind" to keep up production levels. It has the potential for creating organization-wide team building. Everyone has an opportunity to contribute to the process, learning from one another at the same time. But again, the risk is higher, especially if implementing RDA before the U.S. national libraries complete their test and make their final decisions on adoption. The need for consultation will increase, and certainly the management team will also need to expect a higher volume of questions from staff about how to do their work. Policies and procedures will be more difficult to change in a flexible way when all staff are using them. Implementing with everyone at the same time will necessarily mean a period when processing times are slower, as catalogers learn and apply new rules or procedures.

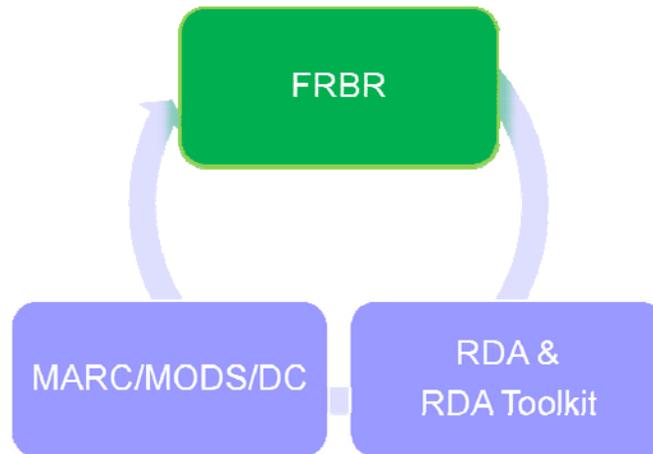


Ultimately, managers and administrators will have to assess the needs and goals of their own organizations when making the decision on how to implement RDA. How might local organization culture influence one approach over another? How might RDA implementation contribute to changing or improving organization culture in some way? How can the process of implementing RDA be used as an opportunity to positively impact professional development? Are there leaders, or catalogers with leadership potential, who can play coordinating roles? For example, can a cataloger who may not be a supervisor, but who has leadership potential, take the lead on something like creating RDA authorities, and be the “go-to” person for staff on that? What local, regional, or national training and professional development opportunities will be appropriate and affordable? Answers to all of these questions will be crucial when weighing your options.

The University of Chicago has chosen the approach of involving all catalogers from all cataloging units across the entire system. Law, maps, CJK, special and archival collections, media and music, and digital resources are all represented in the test, as are both original and copy cataloging. Our experience has been extremely positive so far. In a decentralized environment, catalogers who are in charge of specific domains have found new reasons to engage with one another, debate issues, come to resolution, and rely on one another as colleagues.

But we don't adopt new cataloging rules simply to forge or renew relationships between catalogers. Ultimately, an institution should be doing this because there is both belief and evidence that the new rules represent an improved experience for our users, and our ability to manage the data and resources we steward. Evidence in these regards may take some time to compile, as we create a critical mass of RDA metadata against which to test things like the FRBR user tasks, for instance. And at this stage, implementing RDA is, in truth, an unproven risk.

# Training: FRBR

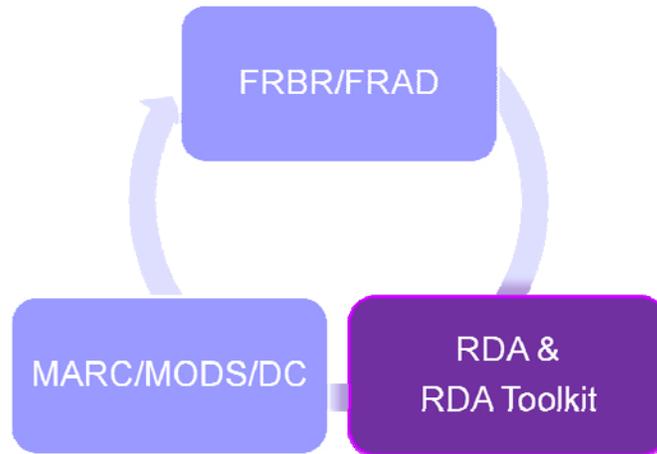


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Once an institution decides to implement RDA, certainly one of the first steps will need to be planning for training staff. In speaking with some of the other testing institutions, one of the main trends in all of our approaches over this past summer was to start with some kind of introduction to the *Functional Requirements for Bibliographic Records (FRBR)*. FRBR is the conceptual model that forms the backbone of the RDA content standard – RDA is organized and structured around FRBR, and it uses the same terminology. At minimum, an introduction to the FRBR concepts will be important, and should probably preface RDA training. Similarly, but perhaps more important for organizations that perform original authority work, a knowledge of FRBR’s cousin for authorities, the *Functional Requirements for Authority Data*, may also be important. The Library of Congress, and Dr. Barbara Tillett in particular, have been excellent about sharing some of their tutorials and introductory presentations on FRBR, which I know several of the test institutions also used – including a presentation on FRBR intended for an audience of non-catalogers at LC. At Chicago, our original catalogers have been familiar with FRBR for quite some time, having discussed it in their cataloging forum group since its original publication. Copy catalogers, on the other hand, may have heard of it, but were not as well versed in its structure or purpose. Starting with an introduction to FRBR concepts and terminology gave them context for the organization of RDA. I will provide a link to some of these training resources at the end of the Webinar. In terms of time management, unless you have an in-house expert in FRBR, managers should take advantage of these training resources to the extent possible, modifying and supplementing them for local needs but not starting from scratch when you don’t need to. And I believe there is an ALCTS Webinar on FRBR in the coming weeks.

# Training: RDA & the Toolkit



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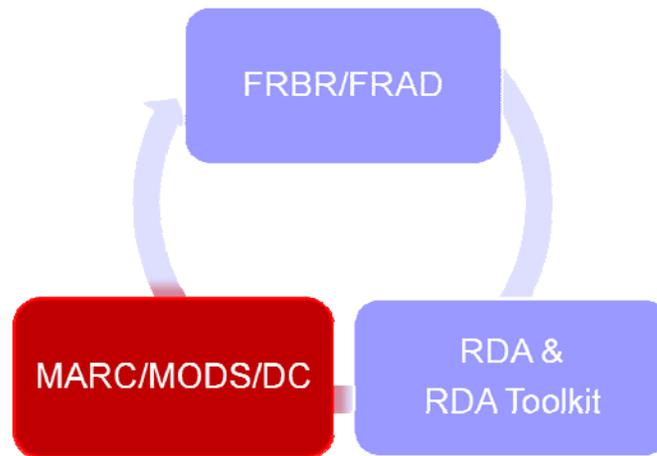
RDA for Administrators (Christopher Cronin)

Training on RDA itself will necessarily be a phased effort, and involves training on the RDA Toolkit as a product, as well as on the cataloging rules themselves. In organizing the training, timing will be crucial – we did not want to do training so far in advance that, by the time RDA was being applied, the training was forgotten. We started our training program by outlining some of the major differences between RDA and AACR2, as a way to frame the main conceptual differences between the two cataloging codes, and the effects of those differences on the data we would be producing and using. And I would say that this approach worked quite well for us, and we did this very early on, in the late Spring, well before RDA was even actually released, as a way to “preview” what was to come. In retrospect, I think this approach helped the technical services administrators to start thinking about how to frame the implementation of RDA, and it gave the most basic introduction of RDA to staff who had not been as involved in following the development of the code, as the original catalogers had.

We also thought it would be best to integrate local policy decisions with the training on RDA. Using LC’s video recorded “Train-the-Trainer” sessions as the main basis for local and more in-depth training is one low-barrier way to facilitate and organize local training, where your staff can concentrate not on re-presenting what has already been well-presented by others, and concentrate instead on integrating local policies and practices into that existing training.

For the Toolkit, we would recommend using the Webinars held by ALA Publishing that demonstrate the workings of the Toolkit. We also created some cataloging workflows in the Toolkit, and there are openly accessible workflows created and shared by other organizations using the Toolkit. Managers in our department supplemented the existing Webinar training with local demonstrations of how to use and navigate through those workflows, as well as between the Toolkit and Cataloger’s Desktop. But we also need to realize that the Toolkit itself is still in its infancy, and will require iterative integration of additional functionality, and so instruction on how to use the Toolkit will likely be ongoing for most of us.

# Training: MARC/MODS/DC



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Finally, you will need to provide training on how staff will encode the data they create using the rules. At this stage, this is perhaps the easiest aspect of training for implementing RDA. The new RDA-specific fields that have been added to the MARC bibliographic and authority formats, and also to OCLC Connexion, are relatively few. Non-MARC metadata, like Dublin Core, may present different challenges. Of course, there are no new RDA elements for Dublin Core, and so one of the issues the testing community will be assessing is the ability for RDA data to conform to encoding outside of a MARC-based environment, and vice-versa. But for the vast majority of most of our institutions' metadata production, which currently is MARC, the shift will not present a significant barrier to training on how to encode the new RDA data.

# Policy Development

- Who to involve in policy development?
- Core RDA elements
  - [LC Core](#) [Word file - 8 p.; 265 KB]
- Useful documents on RDA options/alternatives:
  - [Alternatives, optional omissions, and optional additions.](#) [Word file - 16 p.; 173 KB]
  - [Instructions referring to decisions by the "agency creating the data" or "agency preparing the description."](#) [Word file - 2 p.; 61 KB]
  - [Instructions using wording "or" to refer to choices for the same situation.](#) [Word file - 2 p.; 48 KB]

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Every organization is going to have different operation demands, different organizational structures, levels of staffing, existing knowledge of RDA, and different levels of administrative support (which may range from total support, to partial support, to skeptical support, and, at this stage, perhaps no support at all). How will administrators choose to address developing institutional policies on implementation? Will cataloging and technical services managers establish policies on their own, will a subset of managers and original catalogers do this work, or will everyone share in the process? There is no one right approach, and administrators will need to choose their direction based on local needs and abilities. Developing policies on anything requires investment of time and human resources. At Chicago, where original catalogers had collectively been following the development of FRBR and RDA for a number of years, there was a desire for all of them to share equally in the process of developing initial policies. We started meeting regularly in January 2010, established tasks that would need to be done, set timelines, and identifies staff outside of Cataloging who would also have a stake in setting various policies and practices in their domains (for example: systems, acquisitions, and public services staff).

RDA contains a number of Core, or mandatory, elements. Making decisions on Core elements will certainly be something all administrators will need to address. Institutions will need to decide whether, in addition to those that are already defined as Core in RDA, there are other elements to be considered core for your institution's bibliographic and authority records. Or alternatively, whether all non-Core elements will simply be applied using cataloger's judgment. In this slide, I have linked first to the document that outlines the Library of Congress' decisions on what will be considered "LC Core" for the purposes of their test period. At Chicago, we have a much smaller list of elements that we are going to consider core elements for records we produce; we have kept our "Chicago Core" elements relatively simple.

RDA also contains a number of instances of "options" or "alternatives" where a cataloger can apply local policies, or his/her own judgment, in applying one or more options outlined in the text of a given RDA rule. Identifying all of the options in the text of RDA ourselves would have taken an extraordinary amount of time and effort, and very early on we chose to wait for the Library of Congress to release its decisions for the test period. This made sense to us for a couple of reasons. Firstly, we knew that LC would identify all of the options, and we could just go through the list and either agree with their policy or choose a different path for Chicago. We didn't have to start that effort from scratch. Secondly, we are a PCC institution, contributing to all four areas of PCC: BIBCO, CONSER, NACO, and SACO. So we already have a close alignment with LC policies. Managers at other institutions might want to choose a different path. Maybe you will want to not make policy decisions in advance, but rather, for the initial period of your implementation, apply cataloger's judgment to all of these options. Certainly, this may be an attractive option for administrators at smaller institutions with fewer catalogers, where keeping track of what works and what doesn't work in the local context is easier. We chose to develop initial policies for the test period prior to providing the staff training, so that as we did the RDA training, we could also stop and contextualize how certain rules would be applied for the duration of our test.

## Impact on ILS Systems

- RDA in MARC: Summary of Additions (<http://www.loc.gov/marc/RDAinMARC29.html>)
  - New fields to replace GMD
  - New fields to encode attributes of names, works, and expressions
  - New \$i defined in Bibliographic 7XX and 76X-78X and in Authority 4XX and 5XX for relationships between resources.

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RDA for Administrators (Christopher Cronin)

About a month ago, in the ALCTS E-Forum, “Preparing Your Library for RDA,” Mary Beth Weber and I posted some questions to participants about how they would be preparing their ILS systems, their discovery layers or faceted browsers for RDA records. What became clear was the variant level of control that institutions have over their systems, with some having a lot of local ability (both technically and in terms of staff expertise) to configure the ILS, to other institutions having almost no local control and being dependent on the vendor to push out updates and changes. So when you are starting to think about implementation, whether it’s now or next year, you will want to consult any documentation your ILS vendor has distributed with regard to its readiness for RDA. You may also want to contact testers who have the same ILS as you to see how they handled the shift. System administrators who may not be catalogers themselves, are going to require at least some knowledge of what new data will be contained in RDA MARC records – at least enough to know what will need to be done in the local system to accommodate the data. I think there are really two main areas where administrators should focus attention in this regard. The first is the suite of new or modified fields in the MARC bibliographic and authority formats. The second is the increased emphasis and ability with RDA to use relationship designators, or relator terms and/or codes, for entities related to the resource being described.

The document I link to in this slide was prepared by Sally McCallum at LC, and it outlines all of the changes made to the MARC bibliographic, authorities and holdings formats to accommodate RDA. There is a spectrum of changes outlined in this document, from making some existing MARC subfields repeatable to the establishment of altogether new MARC fields. We could probably spend an entire Webinar just looking at these, but let’s focus on some of the new bibliographic fields, because I think that has the potential to be what users will likely notice most.

**GMD “replaced” by 3 new elements**

**Content type (MARC 336)**

- performed music
- spoken word
- still image
- text

**Media type (MARC 337)**

- audio
- computer
- microform
- unmediated

**Carrier type (MARC 338)**

- computer disc
- microfilm reel
- online resource
- volume

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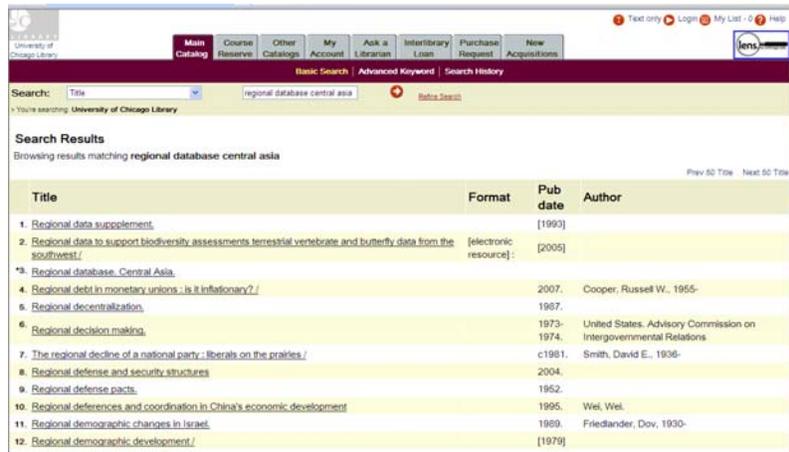
One of the more noticeable differences between AACR2 and RDA is that in RDA, there will no longer be a 245\$h GMD, like [electronic resource] or [microform], following the title. Instead, there will be three new elements: Content type, Media type, and Carrier type, encoded in MARC 336, 337, and 338 fields, respectively. Content type and Carrier type are both RDA Core elements.

Content type reflects the fundamental form of communication in which the content is expressed. Examples are performed music, spoken word, still image, and text.

Media type reflects the general type of device that is required to use the resource. It is very similar to the current GMD. Examples are audio, computer, microform, and unmediated.

Carrier type reflects the specific format of the storage medium that is required to use the resource. Examples are computer disc, microfilm reel, online resource, and volume.

# GMD Display in Horizon



The screenshot shows a search results page in the University of Chicago Library's Horizon catalog. The search term is "regional database central asia". The results table has columns for Title, Format, Pub date, and Author. The third entry, "Regional database, Central Asia", is highlighted in yellow and has "[electronic resource]" in the Format column. The other entries have various formats and authors.

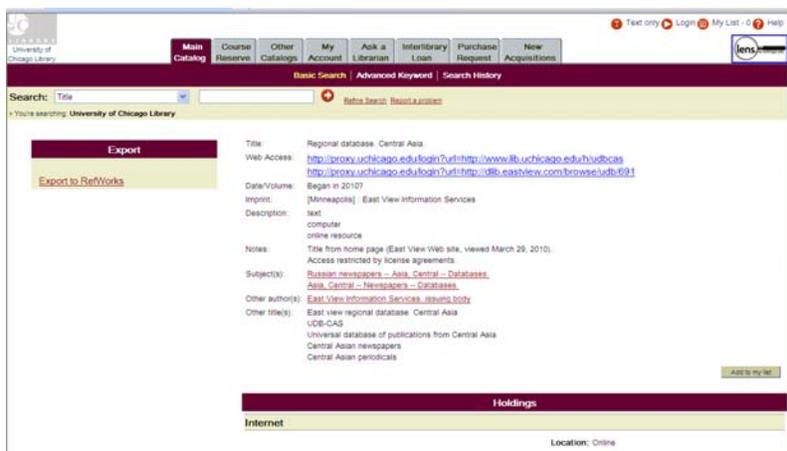
Title	Format	Pub date	Author
1. Regional data supplement.		[1993]	
2. Regional data to support biodiversity assessments: terrestrial vertebrate and butterfly data from the southwest /	[electronic resource]	[2005]	
3. Regional database, Central Asia.			
4. Regional debt in monetary unions : is it inflationary? /		2007.	Cooper, Russell W., 1955-
5. Regional decentralization.		1987.	
6. Regional decision making.		1973-1974.	United States. Advisory Commission on Intergovernmental Relations
7. The regional decline of a national party: liberals on the prairies /		c1981.	Smith, David E., 1936-
8. Regional defense and security structures.		2004.	
9. Regional defense pacts.		1952.	
10. Regional preferences and coordination in China's economic development.		1995.	Wei, Wei.
11. Regional demographic changes in Israel.		1989.	Friedlander, Dov, 1930-
12. Regional demographic development /		[1979]	

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In the University of Chicago's Horizon catalog, we have a "Format" column that displays GMDs when a 245\$h is present in a record. When we look up the title *Regional database. Central Asia* in Chicago's Horizon catalog (the third entry in the results set), it no longer has [electronic resource] in the Format column, as it would have under AACR2 cataloging. You can see [electronic resource] for the title right before it, but not for the title in question. One of the things all institutions will need to decide is how you will want to integrate RDA records with AACR2 records. In the case of GMDs, will you substitute the GMD with one of the RDA elements, like the media type or carrier type? Will you remove GMDs from display altogether? Or will you do nothing and let existing GMDs display as they always have and not try to do anything to "GMD-ify" your RDA records? There is no one right answer; every institution will need to weigh the pros and cons on their own.

# Content, Media, & Carrier types



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When we look at the full record display for *Regional database. Central Asia* in Horizon, we can see the Content type, Media type, and Carrier type naturally displayed under our Description label because they are part of the 3XX suite of fields; they had no field-specific labels or context because we hadn't given them any. So another decision everyone will need to make is whether to display these fields at all, and if so, how. Some institutions in the test are not displaying them at all, and are instead relying on the fixed field coding in the Leader and/or 007 field to drive refinements and facets because on format codes; other institutions are displaying them with the same labels as their RDA element names. Locally, our public services staff have not really wanted these fields to display.

# 3XX Display with New Labels



THE UNIVERSITY OF CHICAGO LIBRARY

**lens** .lib.uchicago.edu

Enter your query here Search

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**Regional database. Central Asia.**

Serial

Available online: <http://proxy.uchicago.edu/login?url/http://www.lib.uchicago.edu/ilib/ea>

Imprint: [Minneapolis] : East View Information Services

Content type: text

Medium: computer

Format: online resource

Topics: Russian newspapers -- Asia, Central -- Databases. Asia, Central -- Newspapers -- Databases.

Notes: Title from home page (East View Web site, viewed March 29, 2010).

Language: Russian

Date/Volume: Began in 2010?

Other authors: East View Information Services, issuing body

Other title: East view regional database. Central Asia UDB-CAS Universal database of publications from Central Asia Central Asian newspapers Central Asian periodicals

Bib. number: 7927098

URL for this record: <http://oklib.uchicago.edu/1001/catbib/7927098>

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For the purposes of the test, however, we have decided to display them, and we have given them field-specific labels in both Horizon and Aquabrowser, our faceted discovery layer. This is a display of the same record we just looked at, but in Aquabrowser. I have highlighted the 336, 337, and 338 fields, and the display labels that the public services managers have given to the new fields. But in truth, I expect that this will be a relatively short-lived solution. There is a strong desire to investigate whether the existing fixed fields do an adequate job already of faceting, and whether the new fields are useful at all in that regard. But I don't expect that work will happen for a couple of months. And what we ultimately do doesn't matter to the majority of you listening...I just mentioned these as issues you, too, will need to address in some fashion or another. And it will likely be a collaborative effort between cataloging staff who understand the data, systems staff who understand what is possible technically, and public services staff who will want to influence how these display to the public.

## No More Rule of Three

- Transcribe all names in statement of responsibility; or, option to transcribe first name and give bracketed summary

*Start, stop / Olivia Boudreau, Peter Courtemanche, Cal Crawford, Stephen Ellwood, Marla Hlady, Adrian Piper, Liv Strand, Patrick Beaulieu, Simone Jones & Lance Winn, Therese Mastroiacovo, Charlemagne Palestine, Samuel Roy-Bois, Helen Tak.*

*... OR ...*

*Start, stop / Olivia Boudreau [and thirteen others]*

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Another change from AACR2 is that there is no longer a "rule of 3." In AACR2, if the resource names more than 3 persons or corporate bodies performing the same function, we are to omit all but the first one and add [et al.].

In RDA, we can name all entities responsible for the resource. There is an option, however, to give only the first one followed by a bracketed summary about the others. In this case, if we were following the option, we would say Olivia Boudreau [and thirteen others], with "and thirteen others" being in square brackets. Again, administrators are going to have to make policy decisions on which of these choices to apply. At Chicago, we have decided to transcribe all names, and for the most part trace all names (unless, in a certain case, the cataloger judges tracing all names inappropriate for one reason or another). But for the most part, we are going to see what effect transcribing and tracing most all names would have on workflow and authority control, and use that as experience for making some more final decisions at the end of the test period.

# Relationship Designators



## 1XX with a relationship designator in Horizon bib

## Author browse list

Author: [Poland, enacting jurisdiction.](#)  
Title: Monitor polski.  
Date/Volume: Began publication in 1918.  
Imprint: Warszawa : [Rada Ministrów], [1918]-

### Search Results

Browsing results matching **Poland, enacting jurisdiction.**

#### Author

1. [Poland Embassy of the Republic of Poland](#)
2. • [See: Poland. Ambasada \(U.S.\)](#)
- \*3. [Poland Embassy US](#)
4. • [See: Poland. Ambasada \(U.S.\)](#)
5. [Poland Eugeniusz Romer State Cartographical Publishing House](#)

13 October 2010

RDA for Administrators (Christopher Cronin)

I wanted to illustrate an example of the effect of running two catalog interfaces. One of the great advantages of RDA, at least in theory, is its ability to allow the cataloger to communicate the role that a particular entity played in the relation to the resource. These are done through relationship designators that can be added to 1XX and 7XX entries. What was interesting for us was not creating the metadata, but seeing what happened in the catalog. Let's look at an example of our RDA-ified records: Monitor polski. The author is:

110 1\_ \$a Poland, \$e enacting jurisdiction

The hyperlinks work fine in Aquabrowser but they are problematic in the Horizon ILS. It is apparently a long-standing Horizon issue that we believe right now that we cannot control.

In Aquabrowser, if you click on the hyperlinked author, the system searches correctly for "Poland" in the Author index, and it correctly places Poland in the Author facet (without also including the relationship designator).

From the full bib record display in Horizon, however, clicking on the hyperlinked author "Poland. enacting jurisdiction" leaves you in the author list at "Poland Embassy US" followed by "Poland Eugeniusz Romer State Cartographical Publishing House." This is because Horizon is not really doing a link through just the controlled portion of the heading. It is running an author text string search on the entirety of "Poland enacting jurisdiction". Because there is no such author, you end up in a spot in the list that looks like we have nothing under just the "Poland" heading, even though there's a hyperlink in the full bib. So in Horizon, if we display the \$e, then we have the hyperlink problem; if we don't display \$e, then we undermine the purpose of adding the relator term to the heading in the first place. So this is still a matter up for debate – in truth we have not decided what to do at this point. Not all ILS systems will have this problem, but certainly for anyone operating Horizon, it is an issue. And if you find a solution, let us know!

# Impact on Authority Control

- 7XX with 2<sup>nd</sup> indicator '4'
- New RDA fields in authority records
  - Field of activity; Affiliation; Occupation; Gender; suite of fields for musical works (e.g., Form of work; Medium of performance; Key)
- PCC Guidelines on RDA  
(<http://www.loc.gov/catdir/pcc/RDA-Testing-PCC.pdf>)

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RDA for Administrators (Christopher Cronin)

Moving on to authorities, what will you and your catalogers see in authority records for the time being? During the RDA test period, the 1XX field in an AACR2 authority record will not be changed to the RDA form; the RDA form will be given in a 7XX field with a second indicator of "4" – even if the RDA form is unchanged from the AACR2 form. The presence of the 7XX field will indicate that a cataloger in the national test has already reviewed the authority record and the structure of the access points.

There are also a number of new fields in authority records, largely to accommodate personal name access points and for musical works, and it is largely hoped that the addition of these new data will help developing efforts to make library data live in and contribute to the Semantic Web. Again, this is an area where institutions that do create or edit authorities will need to make policy decisions on how much effort to invest in contributing these data.

PCC has also issued some of its own guidelines on the ramifications of the RDA test on PCC cataloging and I have linked to that document on this slide. Administrators at PCC institutions, particularly those institutions that do not have representation on PCC steering or policy committees, will want to watch closely, and perhaps find their own ways to influence how PCC manages the transition to RDA. The document I link to outlines some of the following areas that the PCC Steering Committee expects to be informed by the test process:

1. Will the PCC adopt RDA as a new standard for PCC records?
2. Will the PCC accept records based on both AACR2 and RDA standards to PCC databases?
3. If PCC adopts RDA, will there be PCC decisions on additional core elements, the options, and alternatives to apply, and how will these decisions be reached?
4. If the PCC adopts a set of decisions for options and alternatives, will such decisions be displayed in the RDA documentation, just as PCC practices currently appear in LCRIs and similar cataloging documentation?
5. If PCC allows contributions of both AACR2 and RDA records and if LC implements RDA, who will maintain AACR2 documentation?

# Impact on Vended Processes and Products



- Authority control processing
  - Backstage Library Works part of formal test:  
<http://ac.bslw.com/community/blog/2010/08/backstage-testing-rda/#more-172>
  - LTI statement on RDA:  
<http://www.authoritycontrol.com/RDALTI.html>
- Purchased MARC records
- Outsourced cataloging

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RDA for Administrators (Christopher Cronin)

This is again an area where I have few answers but can help to frame some of the questions all of us will need to address at some point. If RDA is adopted there will be significant changes to some authority structures. A large one being all Bible headings. In AACR2, *Old Testament* was abbreviated *O.T.* and *New Testament* was abbreviated *N.T.*, but in RDA they will be spelled out. Individual books of the Bible will now be entered directly under Bible instead of under *Bible. Old Testament* or *Bible. New Testament*. This change alone will eventually result in significant batch changes to the Name and Subject Authority Files. But this is just one example. Backstage Library Works is one of the national test institutions, and it will be interesting to see what effects RDA will have on vended authorities processing, though I don't expect we will really know the full effects until after LC's decision on adoption is made, and when they announce the more sweeping changes to the authority files. Library Technologies Inc (LTI), another major authorities vendor, recently issued a statement to the same effect – that until formal decisions are made on adoption, they have no plans to alter the way they manage their authorities processing.

Administrators will also need to consider the effects down the road on MARC records you purchase from vendors, and contract cataloging that your institution outsources. It is unlikely that most vendors will move to RDA production themselves before the national libraries formally adopt RDA, and there is market demand for them to do so. So again, this is probably not something that most of us will give attention to in the immediate. But perhaps later next year, if the national libraries do adopt RDA, we will all be thinking about how we expect vendors to transition their products and services. If your library moves to RDA, will you expect vendors to do the same, and on what timeline? No doubt, there will be a lengthy period of time where we are creating, acquiring, ingesting, and managing a combination of AACR and RDA records. But presuming adoption, library managers and administrators will eventually start requiring RDA conformity from vendors. This may require developing new sets of criteria and requirements, possibly even new or amended business contracts. But more importantly, it will require libraries themselves to have a solid understanding of what they value in metadata, what they want as a product, and what their expectations are from vendors to meet those values.

# Impact on Acquisitions & Copy Cataloging



- OCLC policy statement on RDA Cataloging in WorldCat for the U.S. testing period (<http://www.oclc.org/us/en/rda/policy.htm>)
- Impact of “fast cat” processes?

13 October 2010

RDA for Administrators (Christopher Cronin)

Shifting gears, I want to touch a little on acquisitions and copy cataloging, because I think they will require some similar levels of administrative decisions in every library that uses OCLC to retrieve or share bibliographic and authority data. Whether your institution adopts RDA or not, the fact is that OCLC will soon contain a healthy portion of master records in RDA. These records cannot be transformed back into AACR2 records, nor can a duplicate record using another set of cataloging rules be added to WorldCat. I have linked to the full OCLC policy statement in this slide because it is important for all libraries – testers and non-testers alike – to understand what they can and cannot do in OCLC for the time being.

At Chicago, our Acquisitions staff applies guidelines to assess quality, and completes the cataloging process for resources with records that meet certain pre-defined criteria for quality. We often hear of this kind of process being called “Fast Cat,” or “Quick Cat,” or some other such name. One of the questions our managers had very early on is what effects would RDA records have on these existing criteria and workflows? Would we change the criteria to account for RDA-coded records, for example to assess the presence or absence of RDA Core elements? We will not be making this decision at Chicago quite yet. Acquisitions managers have instead added a filter to identify all records coded as RDA (i.e., the records contain an 040 \$e rda), and will route them to the Original Cataloging section for review. But in all honesty, we have no idea what the ramifications of this decision will be. We certainly don’t want original catalogers spending a bulk of their time reviewing copy cataloging. But at this initial stage, we wanted to at least see and review what was coming through – and we will use this experience to inform future policy decisions on how RDA records are handled by Acquisitions staff. Acquisitions managers have also attended RDA training, so they have some context for these ongoing discussions.

Likewise with copy cataloging. While copy cataloging staff have attended all of the training, they have done exercises and the like, it may be some time before all of our libraries know exactly how copy cataloging workflows will be affected. We expect that this is where we will experience the majority of the “flux” in our operations. Reviewing the first sets of RDA records that come into the library will help managers approach providing additional training and documentation for the copy catalogers. But if RDA is adopted and implemented widely, all of our libraries are going to need to know how to handle the records.

## Costs

### ■ RDA Pricing:

<http://www.rdatoolkit.org/pricing>

- Toolkit: sliding scale based on number of users
- Print loose-leaf: \$150
  - Updates will be distributed in PDF. Costs of updates “will be determined based on the size and scope of the update, from free for a minor update to a fee for larger updates.”

### ■ Staffing Costs: ???

13 October 2010

RDA for Administrators (Christopher Cronin)

Administrators will very likely want to know what the bottom-line costs are of implementing RDA. The cost of the online Toolkit is based on a sliding scale of the number of users. ALA Publishing has also recently released pricing and ordering information for institutions wanting to purchase RDA in print, with updates being distributed via PDF files, to be printed out and integrated by the institution.

In all cases, purchasing the print will initially seem like the least expensive option. Over time, it is difficult to know what the cost of the updates for the print will be. It is likewise difficult to judge what the **opportunity costs** are of *not* subscribing to the online toolkit. For instance, the print version will not contain links between related rules, between rules and the Library of Congress Policy Statements (which are the successor to Library of Congress Rule Interpretations), and the print version will obviously not be accessible through Cataloger's Desktop.

In terms of overall costs of implementing RDA, especially those related to staffing, it's difficult to imagine that they would be anything but relative to every institution. And many of the costs would be intangible. But administrators should also realize that metadata is a living thing. The intent was never to adopt AACR in perpetuity and never move away from it. In every profession, standards are always changing, and we need to keep up with and respond to those changes as well.

To some degree, the formal testers are incurring the brunt of the costs right now because we are not just implementing RDA, but also managing the pre-testing organization and planning, ensuring everyone understands testing requirements, conducting user testing, and perhaps most time-consuming of all, completing the lengthy surveys that must accompany every RDA record created during the test. My personal hope is that the investment that all of the testing institutions are making now will ultimately help curb costs at other libraries down the road, when you can learn from our experiences, share training materials, policies, etc.

# Important Resources

- **General information on the US Test of RDA:**  
<http://www.loc.gov/bibliographic-future/rda/>
- **Library of Congress Documentation for the RDA:**  
<http://www.loc.gov/catdir/cpsor/rdatest/rdatest.html>
- **Library of Congress Choices for the RDA:**  
<http://www.loc.gov/catdir/cpsor/rdatest/rdachoice.html>
- **RDA Content help:** [LChelp4rda@loc.gov](mailto:LChelp4rda@loc.gov)
- **North Carolina State's RDA Testing site:**  
<https://staff.lib.ncsu.edu/confluence/display/MNC/RDA+Test>
- **RDA Presentations Hosted on the Joint Steering Committee Website:** <http://www.rda-jsc.org/rdapresentations.html>

“Choices made in planning the AACR2 implementation process were guided by the principles of feasibility and merit: feasibility from the standpoint of systems support and staffing levels; and merit from the standpoint of minimizing disruption for the catalog users. Were we to do this again, these principles would still be the basis of planning and implementation.”

(From: Jane Ciacci, Judith Nadler, and Richard C. Pollard, “AACR2—A Second Look: Implementation of AACR2 at the University of Chicago,” *Research Libraries and their Implementation of AACR2*, edited by Judith Hopkins and John A. Edens (Greenwich, CT: JAI Press, 1986): 83-107.)

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RDA for Administrators (Christopher Cronin)

I am going to leave you with two quotes. The first is from the Director of the Library here at the University of Chicago, Judi Nadler, who co-authored a chapter in a book published in 1986 that outlined AACR2 implementation experiences at institutions across the country. Thinking back on how they handled AACR2 implementation at Chicago, the authors wrote:

“Choices made in planning the AACR2 implementation process were guided by the principles of feasibility and merit: feasibility from the standpoint of systems support and staffing levels; and merit from the standpoint of minimizing disruption for the catalog users. Were we to do this again, these principles would still be the basis of planning and implementation.”

And I think this is precisely how we are approaching the testing process for RDA. But in addition to minimizing disruption to users, we are also hoping that this process and RDA itself will help maximize the use and benefits of the metadata.

## “Culture eats strategy for breakfast every time”

13 October 2010

RDA for Administrators (Christopher Cronin)

The second quote is a phrase I heard this past June at the Research Libraries Group annual conference and it stuck with me. Unfortunately, I can't remember now which speaker said it, but a Google search reveals that it is actually a phrase on the wall of the “war room” at the headquarters of the Ford Motor Company.

It does resonate. If we want to facilitate any kind of change in an organization, no matter what it is, we sometimes need to focus on culture, not what we are wanting to change. With respect to RDA, the culture we are presently in is heavily influenced by AACR2 and MARC, which have not changed much over time. Moving forward, with a cataloging code that is issued primarily as an electronic resource, it is my hope that the testing process will result in changes to our profession's existing culture of rules development. As we identify areas where RDA can be improved, I think we should all challenge the Joint Steering Committee to adopt strategies that will promote a cataloging code that is truly living, that is flexible, and that can be modified speedily. Likewise, at the local level, we could do all of the strategic planning, and training, and preparation for RDA as we would like, but it will not amount to much if there is not organizational support, from both administrators and across staff lines.

Thank you!  
Questions?

13 October 2010

RDA for Administrators (Christopher Cronin)