Strategic Directions 2010 for the Program for Cooperative Cataloging (PCC)

Strategic Direction (SD) 5:
Lead in the Education and Training of Catalogers

Brainstorming Session at PCC OpCo, April 27, 2006

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*Who are we training? Identify level of cataloger (professional cataloger? technician?)

*How to help both catalogers and management get to shift from one mind set to another mind set?

*Opportunities available to work in new schemas and with new standards

Identify training tools for cataloging staff; e.g., online tutorials, CE, etc. as well as identify base-line training needs

Train non-technical services staff and users ("the audience") in the use and the understanding of the bibliographic records

Train vendors and publishers in the use and the understanding of cataloging

Simplify series training documentation which has been traditionally very complicated and voluminous

*Simplify the rules and the related documentation by deciding what is important and what is not important vis-à-vis training

Look at bibliographic records from the point-of-view of the user(s) of the records

Re-examine what we are doing and how to get it done

*Current training assumes levels of expertise or background in bibliographic work that can be too advanced from positions at the entry level to senior management/supervisory levels

Module training is easier to digest than marathon training

Online training can be a matter of cost and available technology

Continuing education courses needed for technicians which might improve morale between the professional staff and the non-professional staff

*The creation of a list of core competencies as a training mechanism

Core certification for cataloging based on curriculum of required courses and electives

*Working together with library schools to provide practicums that offer both on-the-job training as well as course credits

Training needed prior to hiring for the job for technicians

Catalogers should be part of the training process/new roles

*How to train staff for the new environment: would include the basic principles of the organization of access to materials

Partner with ALCTS, OCLC in training efforts: do not reinvent the wheel

*Create a scholarship award sponsored by the PCC/the host library/OCLC, etc.

Staff exchange whose purpose is to learn from each other's experiences

Recognize the limitations one institution (i.e., the home institution) being the sole educational resource: partnerships are necessary, including partnering with international institutions such as IFLA

Recognize that one institution has responsibility of a piece of the pie, not the entire pie

*identified by the group as the more important items

DRAFT
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