Everyday Cataloger Concerns
a practitioner-based research agenda for library cataloging
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**FOCUS ON EDUCATION**

1. Research Question
What kinds of research do catalogers think is important for researchers to do?

2. Methodology
- Preliminary interviews to test questions
- Focus groups of academic and public library catalogers

3. Data Analysis - Issues
- Standard content analysis did not provide useful data
- Themes are not the same as research questions

4. Data Analysis - Revised
- Derive preliminary RQs from transcripts
- Compile, sort by topics, and refine

1. Group questions from coding by similarity:
177. Are the concepts of “knowledge organization” taught in schools useful to catalogers in the field?
297. How important is it for LIS students who go on to become catalogers to take a theory-emphasis organization of information class?

- What are the most effective steps that could be taken to promote cataloging education in LIS programs?
- How important is it for LIS programs to emphasize the value of understanding cataloging in the everyday work of non-cataloging librarians?
- What are the most effective steps that LIS faculty could take to emphasize the value of cataloging in librarians’ everyday work?
- How do non-cataloging LIS faculty view the importance of cataloging education in an LIS program?
- What kinds of training are available for practicing copy catalogers?
- What kinds of training have copy catalogers received in the last X years?
- What types of training (self-paced, apprenticeship, in-person class, etc.) are most successful in training copy-catalogers?
- For those copy-catalogers who are perceived to be successful what kinds of training would they judge to have been a necessary part of their success?
- How does the reduction or de-emphasis of cataloging classes affect the library community’s views about the value of cataloging?
- How does the reduction or elimination of access to cataloging resources impact graduate library education?
- What are the perceptions of library cataloging education as viewed on listservs?
- How much on-the-job training is required for entry-level catalogers who have no previous cataloging experience to become independent?
- What is/are the most effective way(s) for cataloging students to learn cataloging?

3. From broad overarching question, articulate specific & actionable research questions:
To what extent are knowledge organization concepts used in everyday cataloging work?

- What is the impact of graduate cataloging education on non-cataloging librarians’ day-to-day work?
- What is the impact of graduate level cataloging education on catalog record quality?
- What is the proportion of time spent on theory and practice in graduate library cataloging education?
- To what extent are knowledge organization concepts used in everyday cataloging work?
- How does cataloging proficiency compare between graduates who took at least one graduate-level cataloging course and those who only took a knowledge organization course?
- What are the effects of incorporating cataloging concepts into a knowledge organization course?
- What educational opportunities in cataloging are available to MLIS students?
- How does the quality of cataloging instruction vary among MLIS programs?
- What are the attributes of quality cataloging education?
- How do stakeholders perceive MLIS graduates’ preparedness to become entry-level catalogers?
- How do stakeholders perceive the ability of MLIS programs to educate entry-level practicing catalogers?
- How does RDA affect graduate library education?
- How do cataloging instructors make decisions about what topics to cover in cataloging courses?