Notes on Operations

Can Blogging Help Cataloging?

Using a Blog and Other Web 2.0 Tools to Enhance Cataloging Section Activities

By Sherab Chen

In response to the ongoing conversation about Library 2.0, which has focused on user participation and emphasizes efficiency in delivering library services to users, this paper draws attention to a practical application in technical services: using Web 2.0 tools to enhance performance in the cataloging department. From his position as the coordinator for non-Roman cataloging in a large academic library, the author shares his experience using a blog and other Web 2.0 tools to improve section management and professional activities.

"More important than what we do is how we do it."

—Anonymous

"If a craftsman wants to do good work, he must first sharpen his tools."

—Confucius

The concept of Web 2.0 has attracted wide attention from librarians, whose primary focus has been on instruction and user services. The evolution of the technology of social networking has transformed the operation of information services and resource sharing. Library 2.0, part of the larger 2.0 movement, focuses on user participation and stresses efficiency in the delivery of library services to users. Numerous scholarly discussions about using Web 2.0 applications to improve the library's public services have been published, and representative examples are described below. Libraries' open public access catalogs (OPACs) have been targeted for change in order to better match users' expectations about finding information. While several important articles merit further discussion, the participation of technical services librarians in the Library 2.0 conversation, especially in terms of how technical services librarians are taking advantage of Web 2.0 tools to solve their daily challenges, has received little attention. To address this absence, the author will explore the use of Web 2.0 tools in a technical services setting.

Literature Review

To illustrate the concept of the Web as a platform, O'Reilly diagrammed a Web 2.0 "meme map" in which he construed Web 2.0 with several strong advocates, such as "services, not packaged software," "participation, not publishing," "tagging, not taxonomy," and "an attitude, not a technology."[1] Miller set forth the concept of Library 2.0 in a timely article titled "Web 2.0: Building the New Library" by applying Web 2.0 principles "Web 2.0 + Library = Library 2.0?"[2] He saw Web 2.0 as "a convenient label upon which to hang a range of concepts," and claimed "there is much of value with which libraries should be seeking to engage." Though

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"participation [in Web 2.0] is often seen to be on the part of end-user," he argued, "for libraries and associated organizations . . . there is equal scope for participation."[3]

Casey and Savastinuk explained what makes a service Library 2.0.[4] In their words, "Any service, physical or virtual, that successfully reaches users, is evaluated frequently, and makes use of customer input is a Library 2.0 service. Even older, traditional services can be Library 2.0 if criteria are met. Similarly, being new is not enough to make a service Library 2.0."[5]

Surprisingly, although much has been published recently on Library 2.0, little has been written on how Library 2.0 principles are being adopted in technical services operations.[6] Some articles have addressed library technical services websites, but the examples studied had few or none of the interactive features that define Library 2.0. In her investigation of twenty academic libraries' technical services webpages, Groves observed that "the 21st century technical services librarian has access to a plethora of electronic and online work tools from which to choose to complete daily tasks."[7] She pointed out, however, that "while authors focus significantly on the public services aspect of online tools, such as databases and Web sites, few articles exist concerning the new methods technical services librarians are employing to complete their tasks."[8] She discovered "very little consistency among the 10 libraries that have Web pages dedicated to online tools."[9]

Mundle, Zhao, and Bangalore, on the other hand, dedicated a study to evaluating cataloging department websites within the consortium of the Committee on Institutional Cooperation (CIC) libraries.[10] Following up that study, Mundle, Huie, and Bangalore made further efforts by selecting a larger group of research libraries (eighty-seven member libraries of the Association of Research Libraries, including CIC) websites as subjects to validate their four study parameters for evaluating cataloging department websites, namely, accessibility, design and structure, internal documentation, and external resources.[11] Perceiving that "cataloging is a dynamic and constantly evolving field," and "thus, catalog[ing] department Web sites must undergo periodic assessments or evaluations to determine if updates or revisions are necessary," the authors emphasized that "the efficiency, effectiveness, and user-friendliness of any Web site are the key factors that determine its success or performance."[12] Their findings indicate that "considerable effort is required to maintain and update [library technical services] Web sites (57.5 percent of the subject Web sites updated within the last three month of study)."[13]

The 2008 Ohio Library Council Technical Services Retreat, "Choosing Our Tools for Tomorrow," is one of only a few venues in which participants have explored Web 2.0 in the technical services environment, and it included several presentations on using Web 2.0 tools. Among these presentations, Gray shared his experiences of using Web 2.0 tools to increase effectiveness in staff training and pointed out the key concepts in Web 2.0, that is, the focus on the "behavior rather than the actual tools."[14]

A Field in Transition

Responsibilities in today's library technical services operations, especially cataloging, are undergoing tremendous changes in both theory and practice. The new cataloging code, Resource Description and Access (RDA), is part of an ongoing effort to improve cataloging standards to address the rapidly evolving digital environment. To speed up the process of bringing meaningful library content out of the hidden Web, researchers such as Gradmann have recommended an integration of *Functional Requirements for Bibliographic Records* (*FRBR*) with the semantic Web technology.[15] At the same time, "the role of cataloger is still in transition," as El-Sherbini summarized in a review of recent scholarly works on cataloging and classification, "and research in this area demonstrated a definite shift from performing cataloging to a greater focus on management and creating metadata."[16]

At the section management level, a supervising librarian needs to adjust the section's workflow so it can continue to be productive in this time of change. The process of hiring and training new staff becomes constant and more challenging, since an increasing number of staff have become temporary or nontraditional. The technical services librarian also participates in committee service and may conduct research if in a tenure-track position. Ways to ease management are necessary, as are alternative approaches to better manage multiple responsibilities. Simultaneously, empowering staff and promoting leadership are significant parts of accomplishing the library's mission. To be proactive is to be more adaptable for success. Equipping oneself with innovative tools, including Web 2.0 and associated social-networking tools applications, can be beneficial.

Diversification is a reality in today's fast-changing cataloging taskforce. The accessibility and usability of cataloging documentations need to be reconsidered in the context of the emergence of more non-traditional type of employment in cataloging. Documentation made for professional staff may not be easy to use for less experienced or paraprofessional employees. Therefore, documentation needs to be more practical and allow more fluidity. Compiling guidelines that are targeted to specific users and bringing supporting documentation to where people really need it provide a fundamental rationale for taking a Web 2.0 approach.

Why Employ Web 2.0 Tools in Technical Services?

The point of engaging Web 2.0 tools is simple: to maximize efficiency and improve quality in a collaborative environment. To demonstrate this point, consider the idea of Web 2.0 itself as expressed by people working in collaboration. Two revisions of the opening statement on the Web 2.0 article from Wikipedia were captured in February 2009:

> The term "Web 2.0" describes the changing trends in the use of World Wide Web technology and web design that aim to enhance creativity, communications, secure information sharing, collaboration and functionality of the web.[17]

> The term "Web 2.0" refers to a perceived second generation of web development and design, that aims to facilitate communication, secure information sharing, interoperability, and collaboration on the World Wide Web. Web 2.0 concepts have led to the development and evolution of web-based communities, hosted services, and applications; such as social-networking sites, video-sharing sites, wikis, blogs, and folksonomies.[18]

This language resonates with librarians, since the goals enumerated parallel the goals of libraries. Lankes, Silverstein, and Nicholson, in their essay on libraries as conversation and the participatory role in librarianship, acknowledged that "the Internet and newer tools that empower the users seem to be aligned with the library mission."[19] They suggested that librarians should "focus on the phenomena made possible by the technology," among which the most important is that "the library invites participation."[20]

As Dye pointed out, "collaboration in the office isn't anything new, but a number of digital content tool developers have realized that corporate communication is content in its own right. This means that, like effective intranets, the work process needs to be easy for workers to initiate and manage on their own in order to encourage participation and interaction."[21] This is why "static corporate intranets, crowded with indexes, files, and folders, are being infiltrated by a host of web-based applications designed to make them more dynamic and interactive."[22] The rapidly evolving nature of libraries and the work of technical services suggest that Web 2.0 tools are exceedingly appropriate to exploit.

The Ohio State University Library Environment

The Non-Roman Cataloging Section in the Ohio State University Libraries' (OSUL) Cataloging Department is responsible for cataloging materials in all formats that are published in non-Roman scripts, including East Asian (Chinese, Japanese, and Korean), Middle Eastern (Arabic and Turkish), and Slavic (Russian and Ukrainian). The section works closely with subject specialists and librarians in branch libraries possessing non-Roman collections. The workflow is maintained by one coordinator librarian (referred to as the "section coordinator" hereafter), two full-time cataloging staff, and ten to fifteen student employees. The student employees include a graduate administrative assistant (GAA, a twelve-month 50 percent appointment with a stipend and tuition waiver), hourly paid students, and work-study students. Student employees are considered an important group of the workforce, supplementing full-time staff at OSUL. In the Non-Roman Cataloging Section, the cataloging workflow of Chinese, Japanese, Korean, and Turkish materials is handled solely by student employees. They are considered nontraditional employees because

- they do not have any prior library science disciplinary training;
- few of them have had library working experiences before coming to the cataloging department;
- their working hours are irregular. Student employees arrange their hours around their class schedule; and
- their job terms vary and are seasonal.

Managing these employees is therefore different than managing regular staff because training is ongoing and job assignments require readjustment over time.

The section coordinator is responsible for several duties, including streamlining workflows, setting priorities, hiring and training new staff, and troubleshooting. In addition, he participates in higher-level professional activities such as the national Name Authority Cooperative Program (NACO), library committee services, and research.

Three aspects of the work environment led the section coordinator to seek more effective ways to manage, communicate with, and support the section staff in their work and development:

- The workflow is highly varied and complex in terms of languages, formats, corporate and local cataloging conventions, interfaces, and changes in cataloging procedures.
- Most supporting staff are nontraditional employees.
- The supervising librarian assumes multiple roles in section management, training, and other professional activities.

Web 2.0 Use in the OSUL Non-Roman Cataloging Section

As the section coordinator, the author has used a number of Web 2.0 tools to address the challenges of a varied and complex workflow, a large number of nontraditional employees, and the many demands on a manager working in a demanding environment with competing responsibilities. These tools include a blog, Google Docs and Google Calendar, Delicious (http:// delicious.com, a social bookmarking tool), Flickr (www.flickr.com, an online photo sharing tool), and a wiki. Each of these tools will be discussed along with problems, limitations, and suggestions for their use.

OSUL Non-Roman Cataloging Blog

As an active cataloging section that has a great diversity of employees performing various tasks on different schedules, the Non-Roman Cataloging Section needs a workspace that can be easily managed and updated in a timely manner. A virtual online workspace like a website is necessary, but not sufficient. OSUL websites rely on Web maintenance staff, positioned in different library units, to finalize any changes on the section homepage. Plus, as anyone who has experience knows, maintaining a traditional static website itself is tedious and time-consuming. Seeking alternatives, the first step was to set up a free blog account on the Google-owned Blogger (www.blogger.com). A blog is an online journal or website on which articles are posted and displayed in chrono-logical order.[23] "Blog" can also be used as a verb, meaning to add content to a blog. A blog was chosen because changes made to templates or entries are reflected immediately on the site, with no need for regenerating static (HTML) pages. This greatly simplifies content management. When OSUL implemented blogs and began to

allocate space for individual operating units at the end of November 2006, the section blog (http://library.osu .edu/blogs/nonromancat) was officially moved to the library's weblog site.

The section blog is maintained mainly by the section coordinator, with contributions from other staff and student assistants. It is frequently updated, and new guidelines can easily be added to meet cataloging policy and procedures changes. Finally, the blog is embedded into the section homepage to promote awareness. Switching the center of workspace from a static website to a blog achieved the goal of timely updates and autonomous management. The blog serves to break cataloging instructions into meaningful pieces, highlight unique procedures needed for completing a special task, and point to other resources when necessary.

The journalistic style of a blog is useful for building a document around a single author. On the other hand, a wiki, a collaborative online space in which many users can work together on a shared project, may be more effective in facilitating group projects (especially professional collaboration in which multiple authors are equally active and revisions are required to be archived for review). However, both blogs and wikis can meet needs to collaborate, share documents, and quickly update work. The Non-Roman Cataloging Section at OSUL decided to use a blog mainly because most of the section's compilation needs are ad hoc—the coordinator librarian serves as the blog's "author-in-chief."

WordPress is the blog platform that OSUL has implemented. When choosing Web 2.0 tools for management, one needs to keep in mind other factors that come into play, such as the branding issue. A decision has to be made whether to brand the tool with the choices made by the larger corporate body or the choices for the individual unit, which in some cases becomes a compromise between

uniformity and certain functionalities. The section decided to use the same product that OSUL implemented because the implementation of a blog is a great improvement to the library website and the section wanted to maintain harmony with this development. Some key features that the product offers are especially important in designing and making the section blog functional:

- *Full user registration and multiple authors.* This feature allows more control over the creation and visibility of blog entries and comments. At the same time, it is also beneficial for promoting participation and collaboration.
- *Use of sidebar widgets.* "A Web widget is a portable chunk of code that can be installed and executed within any separate HTML–based web page [including blog site] by an end user without requiring additional compilation."[24] A good use of widgets enhances organization and navigation of blog content. The version of WordPress the library implemented offers limited options for manipulating widgets, making it much less attractive compared with Blogger, but it is enough for a section blog, which is created mainly for assisting workflow. Important widgets on the section blog include Categories, Blogrolls (Links), Pages, and a Site Search Box. The latter three are treated below.
  - ○ *Blogrolls or links.* Two types of linking widgets are used on the blog and were renamed Links and Tools respectively. Links include links (URLs) to related webpages within or affiliated with the library's website. Tools is reserved for links that lead to online tools or

resources mainly outside the library's maintenance.

- ○ *Site Search Box*. This feature is important for a corporate blog and is indispensible when documenting complex contents in supporting cataloging activities.
- • *Password protected entries and pages*. If needed, a specific entry or page can be protected by password. This feature is necessary to control access to certain content reserved for internal use, such as a closed survey or a usability test for a program design at the section level.

Making a blog a platform for cataloging section management requires creativity. The chronological nature of blogging is both a benefit for updating and a limitation that makes displaying contents in a systematical order difficult. The blog will always display the latest entries and push older ones into the background, thus making browsing more difficult. This, however, can be remedied by a prudent setup of the Categories widget and adherence to consistency in vocabulary to support a keywords search. To improve navigation and search on the section blog, instructions on cataloging procedures and guidelines are entered into three major categories: General Procedures, Cataloging by Formats, and Cataloging by Languages. If appropriate, cross categorization is allowed for a post to provide maximum relevancy at the time of a search. The section is also building a keywords pool to help locate topics being blogged. Figure 1 is a screenshot of the Categories widget on the section blog's side panel.

A website in the form of a blog may look less authoritative than a static website. Even a corporate blog looks somewhat more personal and lacks completeness and authority because it reduces a certain rigidity inherited from

an institution website. Nevertheless, the incompleteness and personality of a blog can be a feature in terms of accessibility and usability. Documents on the section blog are not necessarily finalized or normalized. Many are made for conditional use, and the blog is intended for people who need to get their work done. The blog is used to document changes, and the blog itself changes very often. The blog's functionality is evaluated as it is used, its template changes, and if necessary, the section requests global changes to be made on the library blog template, which is maintained by the library's information technology division.

Google Docs

Google Docs is ideal for someone who has multiple responsibilities for compiling online documents in various formats (currently Google Docs supports four document types: Document, Spreadsheet, Presentation, and Form). Its features for sharing documents with levels of access control and simultaneous editing encourage user participation. Another advantage of Google Docs is that documents created on it can be easily turned into webpages, which can be integrated later on into another online document. For example, when a quick section-wide survey was needed, an introduction was written on the section blog and then embedded into an online form created on Google Docs. Google Docs' intuitive design and layout also allow users who already know how to use basic office tools to begin useing it with minimal training. The section coordinator instructed staff and student employees to create, share, and update files online with Google Docs in various section cataloging activities. From 2007, section staff and student employees have used Google Docs' Spreadsheet to maintain monthly new receipts inventory, monthly production statistics, and
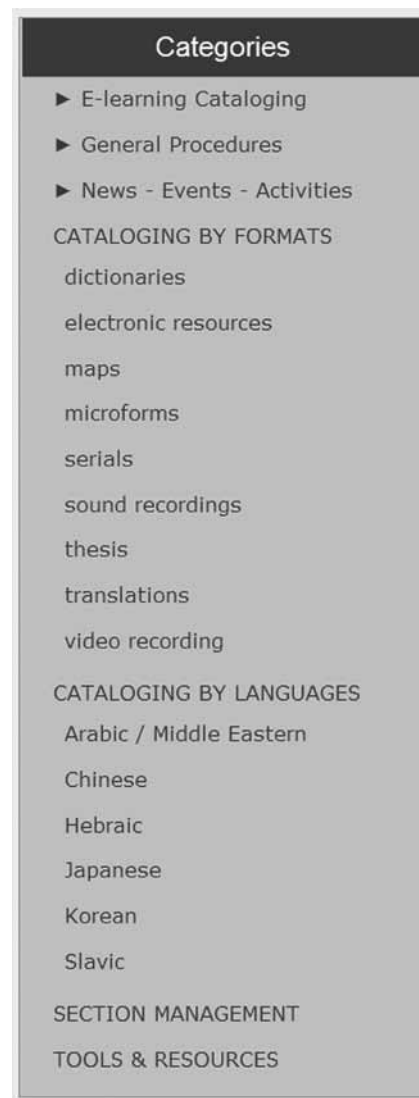

Figure 1. Categories Widget on Section Blog Side Panel

contract cataloging files. The section coordinator used Forms to create usability study questionnaires to evaluate the e-learning project.

Google Calendar

Google Calendar was chosen for its visually appealing functionality in calendar sharing, which is very useful for integrating part-time employees' work schedules. Each graduate assistant and work-study student sets up a calendar and shares it with their supervisor, posting his or

her work schedule in the cataloging department. Though employee hours are ultimately monitored and processed by the library's timekeeping system, the section's shared Google Calendar allows both the supervisor and the employees to have an instant understanding of who is working at what time. This is an improvement, especially when considering the huge irregularity of part-time employees' working hours. Sharing online schedules can also enhance teamwork between student workers and encourage peer-to-peer supervision. Figure 2 shows how some student employees' working hours overlapped in a typical weekday, and figure 3 displays a weekly scheme of all their schedules. Both are screenshots from Google Calendar.

Delicious

Delicious is popular social bookmark software on which a directory of online resources can be maintained. With a Delicious widget, downloaded for free and installed on the browser, one can easily bookmark the site in a directory while browsing. A social bookmark directory offers three benefits: it is more efficient than making a list on a static webpage because maintenance is integrated on one account rather than on multiple computers or browsers; it supports social networking features such as tagging, which is advantageous for retrieval; and it promotes sharing and collaboration. The Non-Roman Cataloging Section uses Delicious to capture and organize online cataloging resources and tools. All staff can participate in the selection and tagging process, and resource sharing and access can be achieved across separate computer workstations, which means that staff no longer have to look at different lists of bookmarks on different computers. The section's Delicious account (http://delicious.com/osul_nonroman_cat) is made accessible on the section blog as directly embedded new entries and a link to the account.
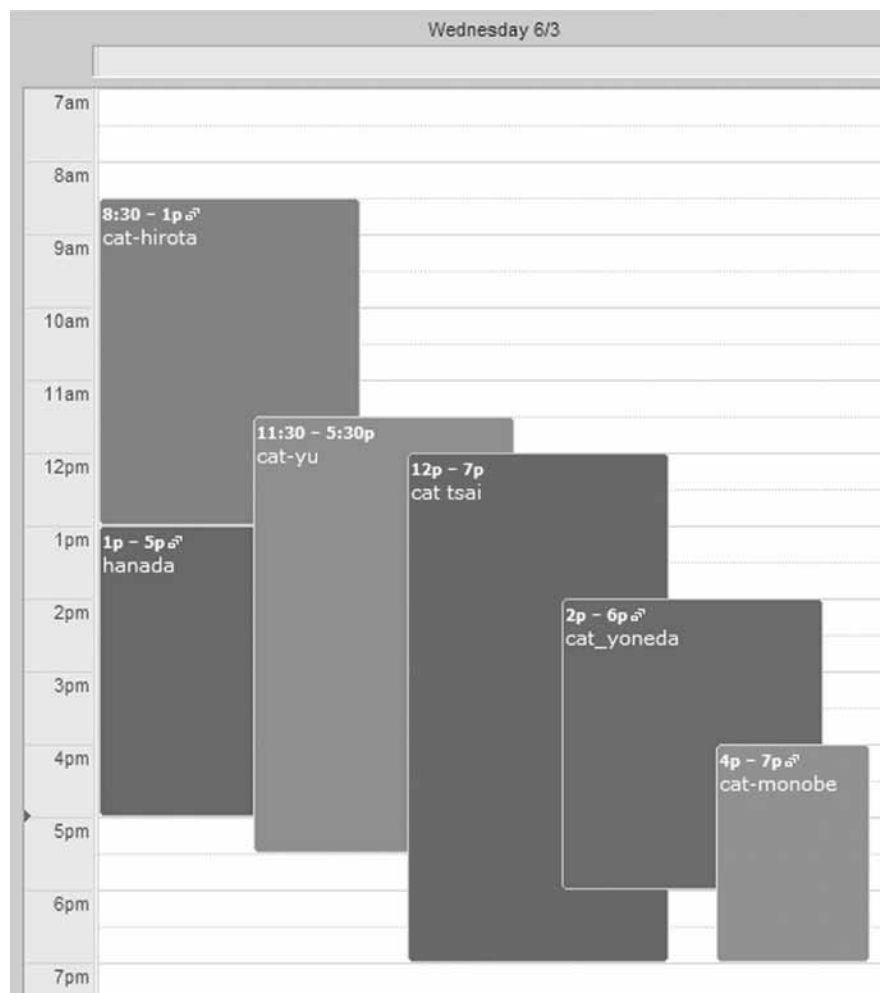

Figure 2. Typical Workday Schedule for Student Employees

Flickr

Flickr, a digital image and video hosting website, among others, is widely used by bloggers as an online photo repository. The section uses Flickr for two types of activities: storing images (e.g., illustrations developed for training purposes) and then posting them onto the blog, and sharing surrogate files (e.g., scanned images of title pages) with remote reviewers. The first feature is especially valuable when the larger corporate blog server is set to disallow uploading images from local drives, which is the case on the OSU library blog site, while the second is an economical and efficient option to facilitate activities such as NACO reviewing and contract

cataloging projects recently performed at the section.

Wiki

"Increasingly, wikis are being put to use within corporate settings," as Kroski has noted, and "within these private wiki environments, businesses can tap into the collective intelligence of their own pool of resources."[25] Librarians also found wikis to be a favorite tool, and "they have begun to utilize this new technology to gather the tacit knowledge of library staff, to brainstorm in teams, and to cooperate on local and global projects."[26] While choosing a blog as the main platform to manage section workflow and training for the features of blogging
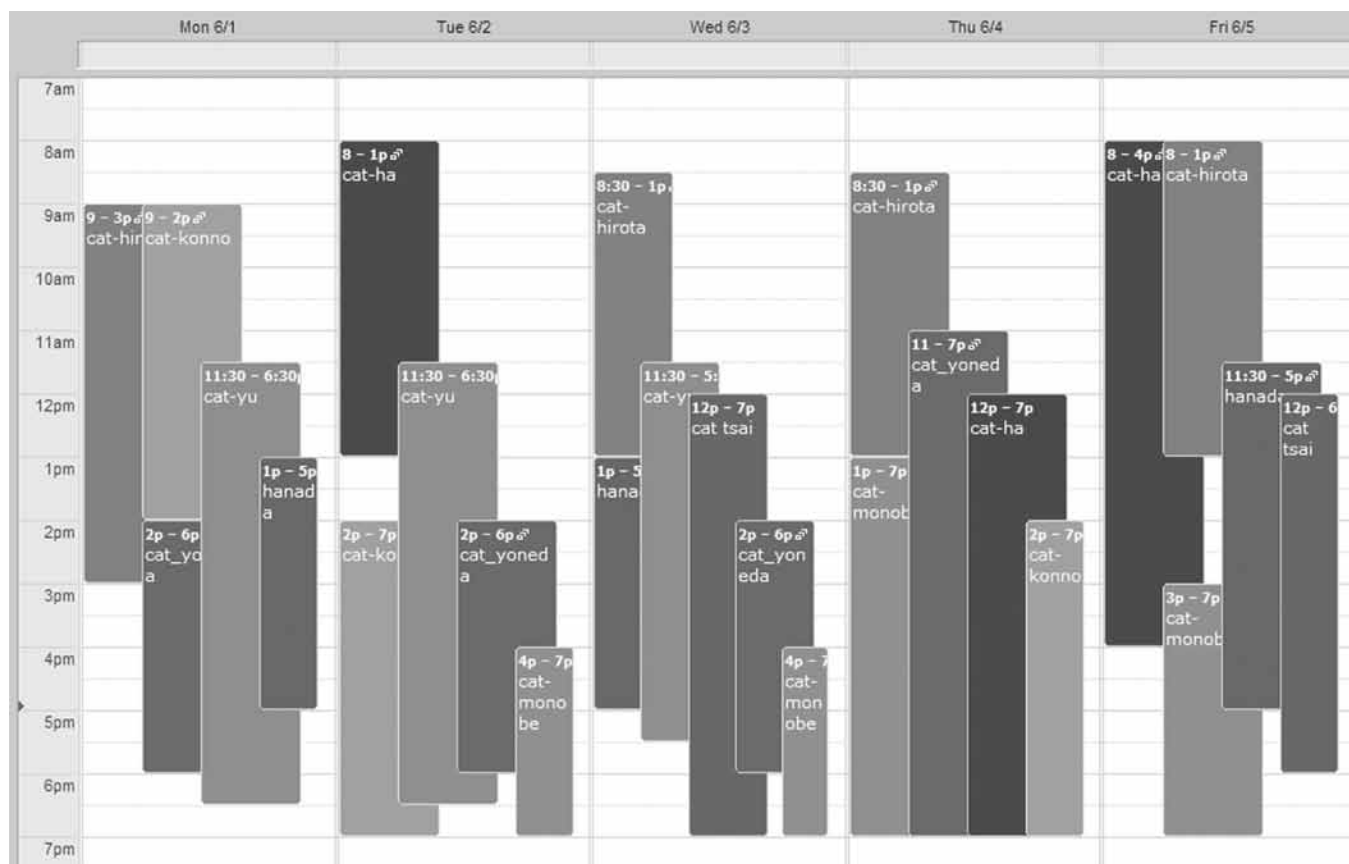
Figure 3. Typical Workweek Schedule for Student Employees

mentioned above, the section coordinator is actively engaging in a wiki for professional collaboration with library colleagues. A wiki is more suitable for department initiatives in collaboration and combined expertise. For example, an e-learning program for the NACO Ohio funnel is currently being developed in collaboration using a wiki between the Authority Control and Database Maintenance Section coordinator, who has more expertise in authority control training, and the Non-Roman Cataloging Section coordinator, who is more experienced in creating e-learning courseware.

Practical Applications of Web 2.0 Tools

Facilitating the section activities with new Web 2.0 tools gives staff

and student employees a new way to contribute their knowledge and skills. The section coordinator guides staff and student employees in using the blog, Google Docs, and other Web 2.0 applications to find and organize useful cataloging procedures and to select and share resources. He also uses these tools to aid staff training. The following are some specific applications of Web 2.0 tools in the section.

Providing Guidelines and Instructions for Special Projects

One of OSUL's strategies to gain greater output from paraprofessional and part-time employees is to create special projects out of both ongoing workflows and new tasks. This approach can foster a greater sense of achievement at the completion of each project. A blog is an ideal tool

for this approach to setting priorities, making plans, and providing guidelines and instructions for different projects. One of the special projects being conducted at the section is to catalog nearly thirteen thousand titles in a large Japanese microform reproduction set, *Meiji-ki kankobutsu shusei* or JMSTC (Japan Meiji Short Title Catalog).[27] The project requires research to establish authors' names and solve bibliographic problems posed by conventions of Japanese Meiji-era (1868–1912) publishing as part of the cataloging process. On the section blog, the section coordinator directed a senior GAA, who was assigned to lead this project, to compile special procedures, useful notes and treatments, and selected Web resources and tools in tandem with the progress of this project. The section blog makes project documentation more efficient and helps to keep

Table 1. Innovations, Student Employees Productivity, and New Activities

	2006	2007	2008
Web 2.0 Tools Implemented	n.d.	Blog, Google Docs	Blog, Google Docs, Delicious, Flickr, Wiki
Training Methods for Student Employees	Face-to-face	Face-to-face, E-learning	Face-to-face, E-learning, Blog, and other Web 2.0 tools
AMP (student employees)	664.42 titles/month	756.67 titles/month (12% increase)	688.58 titles/month (8% increase)
Additional Cataloging Responsibilities	n.d.	Large gift book projects	CJK contract cataloging for other libraries
New Professional and Research Activities (librarian & staff)	Redesigning section homepage	Developing e-learning for basic cataloging; New research publications	Chinese and Arabic NACO contributions; More investigations on Web 2.0 and Lib 2.0

moving forward. At times when a student employee leaves the section, a newcomer to the position can be easily guided to the appropriate procedures available on the blog, and workflow slow-down is kept to a minimum.

Keeping Track of Special Procedures and Preparing for the Unexpected

Unlike other cataloging sections where cataloging staff are more specialized (e.g., a monograph print cataloger usually will not process nonbook formats), all formats in non-Roman languages are automatically sent to the Non-Roman Cataloging Section for processing. Section staff either have to know how to do the appropriate cataloging tasks or quickly learn how to do them. Sometimes they must be refreshed on a task that has not been done regularly for a while. For example, a staff member who has been regularly cataloging monographs may need to review other procedures to rush catalog foreign language film DVDs requested by a faculty member for use with a class. Irregular cataloging workflow is a normal situation at the section. This becomes more challenging when the work is carried out by a workforce consisting of nontraditional

employees. The supervisor always needs to be prepared and ready to provide instructions to solve specific problems. To address this challenge, guidelines and instructions in the form of a categorized and keyword-tagged blog entries are provided. These, in turn, are supported by other forms of online documents (on Google Docs). This approach makes the specific cataloging procedures available in times of need and helpful guidelines and instructions ready at hand the next time a problem arises.

Facilitating Training

Because of the special staffing situation in the section, training is a long-term commitment and a major challenge. Since 2007, an innovative program has begun in the section to develop a set of e-learning courseware for cataloging training. The complexity of cataloging procedures, however, makes limiting training to e-learning impractical. The new experiments with blogging and the Google Docs approach suggest that Web 2.0 tools can provide a blended training and learning environment in which both traditional face-to-face training and e-learning can be enhanced with more accessible tools and documentations.

Outcomes

The innovative changes implemented in the Non-Roman Cataloging section have brought some obviously supportive results. Specifically, using these Web 2.0 tools has increased the efficiency of section cataloging workflow, reduced the time necessary to train new student employees, allowed staff to take on new responsibilities, and saved time for the librarian to devote to more professional activities. The author finds it difficult to quantify the improvement outcomes, especially if only productivity (number of titles cataloged per month) is taken into account, without considering the transformation in cataloging staff responsibilities in recent years and the irregularity of student employees who contribute significantly to the throughput of materials. The section observed a steady cataloging productivity and a small increase in average of monthly productivity (AMP) by student employees during and after implementing the section blog and other Web 2.0 tools. Table 1 shows a 12 percent increase of AMP in 2007, the first year of implementing the section blog, and an 8 percent increase of AMP in 2008, when more Web 2.0 tools were introduced to the section (both increases in percentage

use the 2006 outcomes as a benchmark). Innovative training methods and important work and professional activities newly assumed in each year are also listed as achievements.

Further Efforts and Recommendations

Improvement in staff participation and learning is a continuous aim. Library staff tends to keep up with old technology because of their highly specialized job responsibilities. People need time to feel comfortable and be willing to work with new tools. However, broadening one's knowledge and sharpening one's skills have become increasingly important in today's changing library services. OSUL believes in the long-term benefits of fostering learning skills and insight by creating new options and alternatives.

OSUL encourages its librarians and staff to explore new trends and emerging technologies. Click! Technology and Libraries in Action, which began in 2007, is a series of technology workshops open to all library faculty and staff and covers topics that include blogs, wikis, Second Life, and social networking sites. However, the workshops received a low participation from full-time staff in comparison with librarians. An internal follow-up survey in the Non-Roman Cataloging Section revealed that neither of its two full-time staff have attended one of these workshops (both, however, indicated on the survey that they would like to attend one in the future). Every library management unit should provide time and opportunity for its staff to try out new tools, brainstorm with new concepts, and think about better ways to do the unit's work. The Non-Roman Cataloging Section blog is currently the only blog maintained by a technical services librarian on the OSUL weblog site. With the successful experiment of using the blog and other Web 2.0 tools to empower student employees, the section as well as the cataloging department will encourage more full-time staff participation in this initiative.

Conclusion

Blogging and other Web 2.0 methods have enhanced the OSUL Non-Roman Cataloging Section's ability to do its work. These tools have enabled greater efficiency and collaboration, improved section management, and improved the accessibility and integration of cataloging resources. The approaches discussed here are based on a unique cataloging section, and many attempt to solve specific problems and local issues. They might represent one model for cataloging management in other libraries that have a similar staff situation and are choosing Web 2.0 tools to enhance their work. These tools are only new in the sense of our making use of them in a cataloging department. Learning and investigation will continue. Although this is a small initiative in a small and busy section, the OSUL approach may serve to stimulate more conversation and collaboration in the library community about how to make technical services more effective in this time of change.

Technical services are in a period of transformation. The demand for the convergence of library bibliographic organization and the new Web infrastructure is reshaping the future of all library services. Before and even during implementation of any new standards or programs, a large amount of work can be done to improve the current system. This is especially true in the library technical services and cataloging areas. Now is the time to carefully reassess the operating environment of technical services and to move beyond practices that developed in a paper-based environment.

Technical services librarians need to become involved in the Library 2.0 conversation to gain greater understanding of what the opportunities are and to take a more participatory role in making new library policies, decisions, and initiatives.

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