# Library Resources & Technical Services

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Evolution of a Subject Heading: The Story Continues
*Anna M. Ferris*

When Disruption is the New Normal: The Impacts of the COVID-19 Pandemic on Technical Services in US Academic Libraries
*Yuji Tosaka and Cathy Weng*

"He Lied to the People, Saying 'I Am Nebuchadnezzar'": Issues in Authority Control for Rebels, Usurpers, Eccentric Nobility, and Dissenting Royalty
*Gabriel Mckee*



Core LEADERSHIP INFRASTRUCTURE FUTURES

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# Library Resources & Technical Services

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# Guest Editorial

## Navigating Yet More Change

**kalan Knudson Davis, Special Collections Metadata Librarian, University of Minnesota Libraries**

My first introduction to Mary Beth Weber was a happy accident. I was running late between meetings during ALA Midwinter (yes, this was back in "The Before Times") and the room, as they often were for cataloging and classification sessions, was packed. An empty seat was open next to Mary Beth, and I claimed it. Between speakers, she introduced herself as the editor of *Library Resources and Technical Services* (*LRTS*) and as head of technical services at Rutgers. The details of which conference or what particular session are hazy at this point, as it seems like so much of our life experience of the last two years has blurred what came before. What I do remember is that Mary Beth was there to proudly support her colleague's work as he presented to that packed room, and she made a point of being a smiling and familiar face in his audience. After the Midwinter Meeting was over, I snail-mailed Mary Beth a thank you card, and was later invited to serve as an intern on the *LRTS* Editorial Board.

My first impressions and memories of Mary Beth are of a kind, thoughtful, compassionate, and steadfast colleague. Mary Beth, undoubtedly, has seen *LRTS* through one of the most tumultuous periods in library publishing history. This period was tumultuous not only in terms of the amount of change and remarkable shifts in our profession, but also in our personal lives and shared traumatic pandemic experiences.

In 2013, the year Mary Beth officially assumed responsibility as *LRTS* editor, the Library of Congress adopted the original RDA Toolkit. A review of *LRTS* papers that were published at that time shows that some of the topics are still incredibly prescient and familiar even today, such as analyzing the quality of vendor-acquired records, identifying serial title changes, and addressing accessibility needs in cataloging. And now, looking back, so much is the same yet so much has changed.

Just before the pandemic would take hold, in January 2020, Mary Beth wrote of the very last ALA Midwinter Meeting scheduled to take place in 2021, remarked on ALA's relocation from their long-time headquarters, and foreshadowed the ALA division merger that would eventually create Core. But, as we all know, our lives and shared profession were about to forever change. In her final *LRTS* editorial, Mary Beth wrote of how technical services work has evolved and changed to meet the demands of a post-COVID world. While the rest of us were grappling with the new normal, Mary Beth was researching ways to help the profession through the dark times, writing and publishing a book in 2022 titled *Virtual Technical Services*, which focuses on preparing technical services librarians to face the unexpected in disasters seen and unseen.

Thinking back to our initial meeting, I wonder what would have happened if I had not sat next to Mary Beth during that ALA Midwinter session. She has taught me so much about being a reviewer and leading with kindness, thoughtfulness, compassion, and steadfastness. *LRTS* is synonymous with high-quality

technical services scholarship. The journal is also grounded, balancing the theoretical with practical case studies focused on the tried and true. It occurs to me now, that we are in a way, a triple-blind publication. Blind to the future and the next challenges it will bring. Yet, we look forward to writing that future together.

The editorial board welcomes Rachel Scott as the new *LRTS* Editor. Rachel is the Associate Dean for Information Assets at Illinois State University's Milner Library. We also welcome Michael Fernandez, E-Resources Acquisitions Librarian at Yale University Library, as the *LRTS* Assistant Editor, which is a new role and part of the Core editorship model. His new role includes oversight of the book reviews that are provided in each issue of the journal.

We extend a warm welcome to Rachel and Michael and express gratitude to Mary Beth.

This issue of *LRTS* includes:

- "Evolution of a Subject Heading: The Story Continues," by Anna M. Ferris outlines the process of proposing a revision to an established subject heading via the Subject Authority Cooperative (SACO) Program's Subject Heading Proposal System. She illustrates this process by sharing two proposals: one to revise an authority record, and the second is to establish the cross reference as an authorized subject heading. Ferris explores reasons for revising subject headings and provides a review of the revision process using the SACO Proposal.
- In what will be a research topic for years to come, Yuji Tosaka and Cathy Weng investigate how academic library technical services responded to the public health emergency and adapted to new challenges to continue to serve the academic community in their paper "When Disruption is the New Normal: The Impacts of the COVID-19 Pandemic on Technical Services in US Academic Libraries."
- In his paper "He Lied to the People, Saying 'I am Nebuchadnezzar'": Issues in Authority Control for Rebels, Usurpers, Eccentric Nobility, and Dissenting Royalty," Gabriel Mckee addresses how current cataloging guidelines for creating name authority records (NARs) for royalty and nobility assume that an individual's claim to a royal title is clear and unambiguous. Standards such as RDA do not address the question of the legitimacy of a claimed title. Mckee uses Nidintu-Bēl/Nebuchadnezzar III, a rebel against the Achaemenid emperor Darius I named in the Behistun Inscription (sixth century BCE), as a case study to establish best practices for the identity management of historical representatives of dissenting royalty.
- Book reviews.

# Evolution of a Subject Heading

## The Story Continues

**Anna M. Ferris**

*In 2018, the author published a paper that describes the process by which catalogers at Program for Cooperative Cataloging (PCC) institutions create and propose new subject headings for inclusion in the Library of Congress Subject Heading (LCSH) controlled vocabulary. In a related vein, this paper describes the process of proposing a revision to an established subject heading via the Subject Authority Cooperative (SACO) Program's Subject Heading Proposal System. Two separate proposals are presented: one to revise the authority record for the subject heading, Concentration camps [150] by removing the cross reference, Internment camps [450], from that authority record; the other proposal is to establish the cross reference as an authorized subject heading. The reasons for revising subject headings are explored, and a detailed review of the revision process using the SACO Proposal System is presented for the benefit of other catalogers seeking to make changes to subject headings they encounter in their own collections.*

As catalogers perform bibliographic control—their most fundamental responsibility as librarians—they are fully aware that they are providing a direct service to the users of their library's catalog. This holds true for those catalogers who, whether in an academic library setting or in the wider cataloging community, increasingly find themselves in a position to redress instances of objectionable or inadequate LCSH subject headings. The launching of the Cataloging Lab in 2018 illustrates how any cataloger can proactively "be a part of making improvements to the vocabulary that so many libraries use."[1] As a collaborative online tool or wiki, the Cataloging Lab is a timely and valuable platform that the general public can access to propose changes to LCSH.[2] This paper, however, focuses on the formal process by which catalogers at PCC institutions submit proposals to revise, replace, or delete an established subject heading in LCSH through the SACO Proposal System.

### Literature Review

Revisions made to Library of Congress (LC) subject headings have been a topic of discussion in the cataloging literature for decades. In *Critical Views of LCSH*, Cochrane and Kirtland provide an extensive bibliography of publications from

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between the 1940's and 1979 that point out issues with LC's list of subject headings. They report on the issue of LCSH language, thus:

> The language of LCSH is a subject of greatest specific interest. Only modestly treated in the 1940's and 1950's. The number of writings on this topic have more than doubled since 1971. Sparseness of headings and currency and prejudices of LCSH did not trouble analysts until the late 1960's. Then they attacked LC's shortcomings vigorously.[3]

Numerous authors broached the issue of subject heading revisions from different perspectives including (1) concerns about cataloging operations, (2) concerns about ethical or empathic language, and (3) Sanford Berman's perspective. The different perspectives are outlined below.

## Concerns about Cataloging Operations

Quality control and cost efficiency are the primary concerns in studies that examine bibliographic records contributed by "member" libraries to the OCLC Union Catalog through the cooperative cataloging process. "Member copy" were those records that did not originate from LC. Ryans and Hudson examined OCLC bibliographic records that revealed substandard entries in the Collation, Added Entry, Series, and Title Statement fields, with Subject Headings fields representing the entries that required the most revision.[4] Substandard entries were more than likely the result of cataloger error or lack of oversight during the cataloging process. However, Denda offered another feasible explanation:

> Catalogers cope with an ever-increasing workload by relying on copy cataloging from trusted sources. This cataloging is often acquired and reused with minimal revision or no revision. … This reliance on acceptance of existing cataloging makes the frequency with which the subject headings will be evaluated and examined unlikely in most libraries, unless the resource is local in nature, such as a dissertation or thesis at the university, or a unique resource requiring original cataloging.[5]

Salas-Tull/Halverson and McClellan identified "loss of access to library materials" as an important reason for libraries to be concerned about bibliographic records that contain incorrect or misleading subject headings.[6] McClellan provided a useful overview of previous studies that addressed subject heading revision patterns at libraries, and showed the efforts undertaken by OCLC to improve quality control processes in general, thereby helping to maintain the quality of the bibliographic records in their union catalog.

## Concerns about Ethical and Empathic Language

For years, criticism of LC subject headings was not foremost in the minds of catalogers. It was understood that the subject headings being added to the LCSH controlled vocabulary were vetted by LC subject policy specialists. Today, subject headings are added through the SACO program and are vetted by specialists in LC's Policy, Training, and Cooperative Programs Division (PTCP) who adhere to the specific principles and protocols—such as literary warrant—that justify the creation of the new subject headings that represent current topics appearing in a broad range of library collections.

Bolstered by the publication of Sanford Berman's *Prejudices and Antipathies: A Tract on the LC Subject Heads Concerning People* in 1971, catalogers increasingly sought to rectify the use of outdated, biased, or inappropriate subject headings in the collections for which they were responsible.[7] Nuckolls, Denda, Howard and Knowlton, and Waterman identified instances of biases in LCSH terms within disciplines ranging from Women's Studies, African-American Studies, LGBTQIA, and Gender Studies.[8] The ALA document, *Toward a Code of Ethics for Cataloging*, affirms that, "Because catalogers are professionals and experts in a field that impacts society for good or harm, they must be aware of the ethical implications and responsibilities of what they do."[9]

A prime example of this is the united campaign by the cataloging community and the American Library Association (ALA) to replace the controversial subject headings *"Aliens"* and *"Illegal aliens"* with less pejorative terms. In November 2021, LC agreed to make the change with the new terms, *"Noncitizens"* and *"Illegal immigration."*[10] Numerous papers and reports and the ALA 2021 Midwinter Meeting illustrate the lengths to which catalogers will go to affect important changes in LCSH.[11] Watson introduced a new concept—*catalogic warrant*—which is the motivation of "critical catalogers" as they advocate for the radical cataloging movement. He explains it as:

> By reading and examining subject headings and classification schema from a social justice-oriented perspective, catalogic warrant reflects on the potential harm or benefit of each term on users and the library community as a whole. Critical catalogers understand the catalog in a "holistic manner," and see systems like LCC or DDC as living documents that can be revised and improved.[12]

### Sanford Berman's Perspective

Berman's contributions to the subject heading revision movement are significant. Over the greater part of his twenty-six year career as head cataloger of the Hennepin County Library (HCL) system, he advocated for sweeping changes to LCSH in the interest of upholding free speech and access to information. His exploits are well-documented, and Gilyard described the circumstances that "radicalized" him and sparked his activism while working in Lusaka, Zambia in the late 1960s.[13] The use of one subject heading in particular, *kafir,* in the University of Zambia Library's catalog was a derogatory term for Black South Africans and was highly offensive to many of his colleagues. When Berman found that other such objectionable headings were being used in library catalogs worldwide, he launched a campaign to redress the situation by publicly singling out controversial subject headings and biased language. Given his position at HCL, Berman and his staff submitted regular lists of hundreds of subject headings to be revised. They made the changes locally in HCL's catalog, and many of those submissions were successfully adopted by LC. A prolific writer, Berman's contributions and published works, besides *Prejudices*, included *Joy of Cataloging*, *Subject Cataloging: Critiques and Innovations*, and *Jackdaws strut in peacock's feathers* (in *Librarians at Liberty*).[14] In the *HCL Cataloging Bulletin* (begun in 1973 and published until 1999), the subject headings designated for revision by Berman fell into the following categories: Awkward/bizarre vocabulary; Unrecognized topics & genres; Biased vocabularies; Needed but unrecognized cross-references & subdivisions; Inconsistent assignment to literary works; Inadequate assignment; and Mistakes.[15]

Berman's influence on the "radicalization" of other catalogers cannot be ignored. Gross stated, "He has inspired and challenged generations of catalogers to prioritize the needs of library users over deferential adherence to standards."[16] Notably, HCL's bibliographic database and the authority files were largely a local system created and managed by Berman and independent of LC's required standards and norms. Berman's method of exercising his own form of professional autonomy when making changes to LCSH terms did not include going through the formal SACO proposal workflow expected of all catalogers. As specified on the SACO Proposal Workflow website: "SACO proposals must go through the editorial process in order to be incorporated into the controlled vocabulary of Library of Congress Subject Headings."[17] Berman admits to this himself:

> I plead guilty to recommending new and revised subject headings outside the officially-prescribed channels. I have been doing so for decades… All are proposed with model scope notes and cross-references and frequently accompanied by usage-examples, assignment candidate citations, and definitions from authoritative thesauri and other sources.[18]

Further examination of Berman's motivation is beyond the focus of this paper. The purpose here is to demonstrate the steps involved when submitting a proposal to revise, replace, or delete an established subject heading in LCSH using the "officially-prescribed channels" of the SACO Subject Heading Proposal System, which is available to participating members of the SACO program via LC's subscription-based cataloging tool, *Classification Web.*[19]

Few papers address the process for submitting subject heading revision proposals to the PTCP. Ferris examined the process involved when using the SACO system to propose new subject headings for inclusion in LCSH.[20] In the following sections, the author demonstrates, first, the proposal submitted to revise the subject authority record for "*Concentration camps*," seeking to remove the 450 cross reference, *Internment camps,* from that record and, second, the proposal to have that reference established as a separate subject heading. The proposals were reviewed, vetted, and subsequently approved with significant modifications by PTCP Division specialists.

## The Subject Heading Revision Process

### LC Documentation

LC provides ample documentation and instructions for catalogers to consult when making proposals to modify LCSH terms. The online document, *Process for Adding and Revising Library of Congress Subject Headings,* lists the steps to follow when preparing any proposal. Background information in the introductory "Overview" section states:

> "LCSH has been continually updated since its first edition was published in 1914. Until the second half of the twentieth century, proposals to add headings and to change existing headings were made by LC catalogers alone. Today, LC also accepts proposals from libraries and other institutions that participate in the Subject Authority Cooperative (SACO) Program. Suggestions for improvement may also be submitted by the general public by emailing the Policy, Training and Cooperative Programs Division (PTCP).
>
> Cataloging policy specialists in PTCP, the unit of LC that maintains LCSH, review thousands of proposals every year and determine whether each




**Figure 1.** Subject Heading Proposal System Menu in Classification Web

should be accepted and incorporated into LCSH. A majority of the proposals submitted each year are accepted."[21]

The *Subject Heading Manual* (SHM) contains instruction sheet H193 *Changing a Heading or Deleting a Subject Authority Record* that provides guidance when seeking to: (1) change the data in the 1XX field and reassign the old heading to the 4XX (Used For) field as a cross-reference, (2) completely delete the subject authority record, or (3) split the original heading into two or more new headings, thereby deleting the original heading and creating new subject headings with new control numbers.[22] Another instruction sheet, H195 *Changing References in Subject Authority Records,* explains the process for adding, deleting, or altering 260 (the *Complex See* reference), 360 (the *Complex See Also* reference), 4XX (*See From* tracing) and 5XX (*See Also From* Tracing) fields related to subject heading references only.[23] Both documents instruct catalogers to use the SACO Proposal System via *Classification Web.*[24]

Figure 1 shows the Subject Heading Proposal System menu in an earlier version that was available to the author in 2019. A newer version was released in 2020 by the Cataloging Distribution Service at LC (see appendix).

Figure 2 shows the drop-down menu that appears when a subject heading term is searched. The subject heading, *Birds,* was selected to illustrate this point. As previously noted, few studies have described the process of submitting proposals to make changes to an authorized subject heading in the LC Subject Authority File until this paper. Figure 3 shows the subject authority record for *Concentration camps* (LCCN # sh85029589), the subject heading in question,

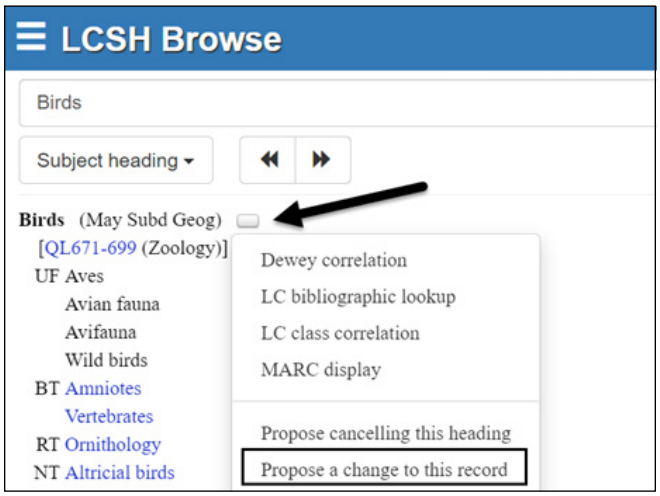



**Figure 2.** SH Proposal System Drop Down Menu

that was originally established by LC in 1986.

As a valid cross reference, the fourth 450, *Internment camps,* directs researchers to use the authorized 150 heading, *Concentration camps,* when searching for works on the topic of internment camps. The author was compelled to propose a change to this subject authority record. The reasoning is explained in the next section.

## Method

While on sabbatical leave in 2018 to research how Holocaust materials are cataloged in Polish libraries, the author had

the opportunity to tour the Auschwitz concentration camp in Oświęcim, Poland. The author also visited the internment camp in Drancy, a town on the outskirts of Paris, where the Nazis gathered Jewish people before transporting them to Auschwitz. Having managed the cataloging of over 4,000 monographs in the Harry W. Mazal Holocaust Collection at the University of Colorado Boulder, the author was surprised to see that the internment camp at Drancy had been established as *Drancy (Concentration camp* (sh 85039387)). Figure 4 shows the authority record in OCLC.

Superseded versions of the authority record—established as a MARC110 Corporate Body—show that upgrades have been made through the years, such as the addition of new RDA coding and 670 fields indicating that the camp was a "transit camp" and a "detention camp." After seeing the obvious differences between an extermination camp and a transit camp, the author prepared to submit two proposals: (1) to have the cross reference, *Internment camps*, removed from the subject authority record for *Concentration camps*, and (2) to establish that term as a separate subject heading. It is worth noting that the motivation for making this proposal did not stem from any of the categories seen in Berman's *HCL Cataloging Bulletin*. Instead, the author's rationale was to justify the change to the qualifier for the Drancy camp so that it would display more accurately as "Drancy (Internment camp)."

| | | | |
|---|---|---|---|
| 010 | | | sh 85029589 |
| 040 | | | DLC ǂc DLC ǂd DLC |
| 150 | | | Concentration camps |
| 360 | | | ǂi names of individual concentration camps; and subdivision ǂa Concentration camps ǂi under individual wars, e.g. ǂa World War, 1939-1945--Concentration camps |
| 450 | | | Death camps |
| 450 | | | Detention camps |
| 450 | | | Extermination camps |
| 450 | | | Internment camps |
| 550 | | | ǂw g ǂa Detention of persons |
| 550 | | | ǂw g ǂa Military camps |
| 670 | | | Am. heritage dict. (concentration camp: a camp where civilians, enemy aliens, political prisoners, and sometimes prisoners of war are detained and confined, typically under harsh conditions) |
| 670 | | | Random House ǂb (death camp: a concentration camp in which the inmates are unlikely to survive or to which they have been sent to be executed) |
| 670 | | | LC database, Jan. 24, 1997 ǂb (titles: death camp; death camps) |
| 670 | | | New Encycl. Brit., 1992 ǂb (Extermination camp: German Nazi concentration camp that specialized in the mass annihilation of unwanted persons in the Third Reich and conquered territories ... Prisoners who were deemed able-bodied were initially used in industrial-labour battalions or in the tasks of genocide until they were virtually worked to death) |
| 670 | | | Encycl. Jud., 1971 ǂb (Camps, Concentration and extermination: Nazi mass detention and liquidation centers for civilians imprisoned for political, security, and racial reasons) |

**Figure 3.** Subject Authority Record for ***Concentration Camps***

| | | | |
|---|---|---|---|
| 010 | | | n 96094627 ǂz sh 85039387 |
| 040 | | | DLC ǂb eng ǂe rda ǂc DLC ǂd DLC ǂd CtY-BR |
| 046 | | | ǂs 1941-08-20 ǂt 1944-08-19 ǂ2 edtf |
| 110 | 2 | | Drancy (Concentration camp) |
| 368 | | | Concentration camps ǂ2 lcsh |
| 370 | | | ǂe Drancy (France) ǂ2 naf |
| 670 | | | Drancy : un camp de concentration très ordinaire, 1941-1944, c1996. |
| 670 | | | Das nationalsozialistische Lagersystem, 1990: ǂb p. 64 (Drancy; near Paris; transit camp for Israelites) |
| 670 | | | Verzeichnis der Haftstätten unter den Reichsführer-SS, 1979: ǂb p. 630 (Drancy; police detention camp; opened Aug. 20, 1941; evacuated Aug. 19, 1944) |

**Figure 4.** Authority Record for Drancy (Concentration Camp)

## Proposal 1: Removing a 450 Cross Reference

The author followed the steps outlined in H195 *Changing References in Subject Authority Records*:

- The subject heading *Concentration camps* (sh85029589) was identified in the Subject Heading Proposal System in Classification Web (see figure 1);
- "Propose a change to this record" was selected from the dropdown menu (see figure 2);
- The first three 450 cross references, *Death camps; Detention camps; Extermination camps*, were retained in alphabetical order (see figure 3);
- The 450 cross reference, *Internment camps,* was deleted;
- The 550 See Also references, *Detention of persons* and *Military camps,* were retained;
- A new 550 See Also reference for *Internment camps* was added in accordance with H195, #3 which stipulates "in order to link two headings as related terms, the authority record for each heading must have a 5XX field containing the other heading."[25]

No further changes were necessary. Figure 5 shows the final version of Proposal 1 prior to submission to PTCP.

## Proposal 2: Proposing a New Subject Heading

The next step in the process was to submit the proposal to establish a separate subject heading for *Internment camps* as the "related term" to *Concentration camps.* Using the Subject Heading Proposal System (see figure 1), the author selected "Propose a New Heading→Topical Heading" and completed the form seen in figure 6.

Following the steps in *Process for Adding and Revising Library of Congress Subject Headings,* the author entered the information below:

- **053:** The LC Class number, HV8963 (CF 93007851053), was assigned since it already existed in LC Classification (LCC) schedules for the topic of concentration camps and internment camps;
- **150:** The heading, *Internment camps,* was added;
- **450:** *Transit camps* was added as a cross reference and justified in the first 670 with the work by Stone;
- **550:** *Concentration camps* was inserted to create the *Related Term* link between the two subject headings;
- **670s:** Following the guidelines in *Process for Adding…,* the author researched a variety of reference sources for usage, definitions, and descriptions related to internment camps. 670 fields were added to show citations from two monographs, the US Holocaust Museum website, an online article, and an entry from Wikipedia;
- **952:** The Cataloger's Comments field was used to provide the author's reason for making the proposal and to alert PTCP about numerous authority records that would need to be revised after the qualifier *Internment camp* could be used instead of *Concentration camp.*

Figure 7 shows the final version of Proposal #2 before it was submitted for review by PTCP.

Proposals 1 and 2 were submitted on February 10, 2020, with an email addressed to *naco@loc.gov* to notify the PTCP that the proposals had been submitted. On April 19, 2021, the Summary of Decisions from Editorial Meeting 2104 was posted as a joint announcement pertaining to the two proposals.[26] The announcement states:

Internment camps; concentration camps

Proposals to remove the UF [Used For] Internment camps from the heading Concentration camps and establish it separately appeared on this list. Rather than approving the proposals as submitted, the heading Concentration camps was cancelled and replaced by two headings, Nazi concentration camps and Internment camps. Internment camps has a UF from Concentration camps, and Nazi concentration camps is an NT [Narrower Term] of Internment camps. Going forward, works about concentration or internment camps other than those established by the Nazis should be assigned the heading Internment camps. Alternately, separate headings for concentration camps run by other regimes (e.g., the Khmer Rouge) may be proposed and will be considered on a case-by-case basis.

Headings in the form Concentration camp . . . (e.g., Concentration camp buildings) also will be cancelled and replaced by two headings. Those

**Modified Topical Heading [Concentration camps]**

010 $a sh 85029589
035 $a (DLC)sh 85029589
035 $a (DLC)28546
035 $a (DLC)6901935
035 $a (DLC)sp 85029589
035 $a (DLC)345125
040 $a DLC $c DLC $d DLC $d CoU
150 $a Concentration camps
360 $i names of individual concentration camps; and subdivision $a Concentration camps $i under individual wars, e.g. $a World War, 1939-1945--Concentration camps
450 $a Death camps
450 $a Detention camps
450 $a Extermination camps
550 $a Internment camps
550 $w g $a Detention of persons
550 $w g $a Military camps
670 $a Am. heritage dict. (concentration camp: a camp where civilians, enemy aliens, political prisoners, and sometimes prisoners of war are detained and confined, typically under harsh conditions)
670 $a Random House $b (death camp: a concentration camp in which the inmates are unlikely to survive or to which they have been sent to be executed)
670 $a LC database, Jan. 24, 1997 $b (titles: death camp; death camps)
670 $a New Encycl. Brit., 1992 $b (Extermination camp: German Nazi concentration camp that specialized in the mass annihilation of unwanted persons in the Third Reich and conquered territories ... Prisoners who were deemed able-bodied were initially used in industrial-labour battalions or in the tasks of genocide until they were virtually worked to death)
670 $a Encycl. Jud., 1971 $b (Camps, Concentration and extermination: Nazi mass detention and liquidation centers for civilians imprisoned for political, security, and racial reasons)

**Figure 5.** Concentration Camps Proposal #1 Form

**Proposed Topical Heading** *Proposal System*

Generated by ◉ Not a Library of Congress CIP ○ Library of Congress CIP
008/06 ◉ May Subd Geog ○ Not Subd Geog ○ No attempt to code

Insert field | Remove field

○053 0 $a (LC class number)
○150 $a (Heading)
○450 $a (UF)
○450 $a (UF)
○550 $w g $a (BT)
○550 $a (RT)
○670 $a Work cat: $b $w (Sources found)
○675 $a (Sources not found)
○952 $a Bib. records to be changed: (Bib. record changes)
○952 $a LC pattern: (LC pattern)
○952 $a (Cataloger's comments)

Insert field | Remove field

**Figure 6.** Topical Subject Heading Proposal Form

proposals will appear on a future tentative list.

Each proposal was ultimately approved and added to the Subject Authority File on May 18, 2021.

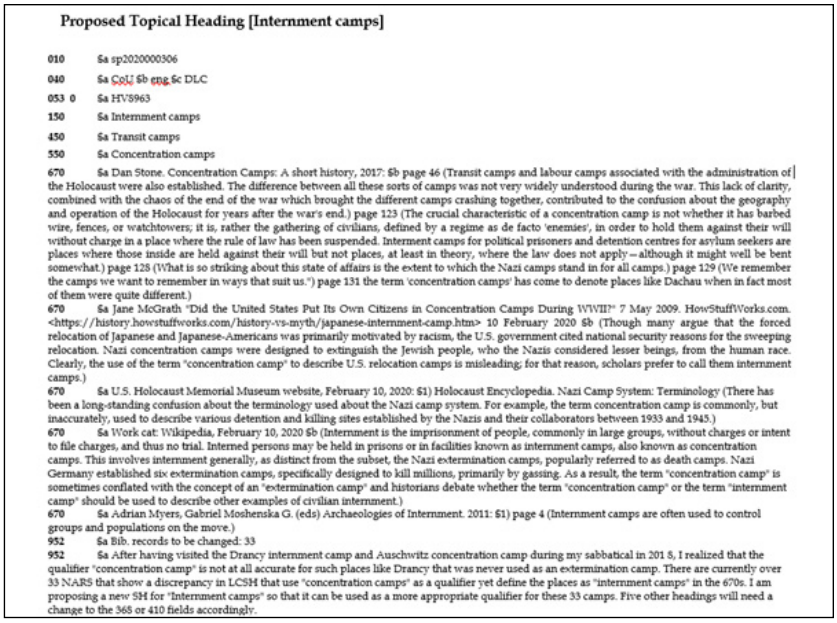
## Results

### Modifications to Proposal 1 made by the PTCP

Figure 8 shows the new subject heading authority record for *Nazi concentration camps*.

A review of the final authority record shows the modifications that were made by PTCP specialists to Proposal 1 (see figure 5):

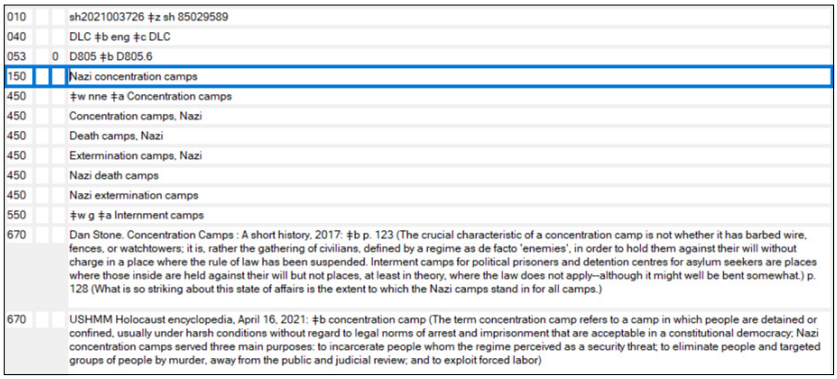
- **010:** The new LCCN number "sh 2021003726" was assigned alongside the cancelled number ($z);
- **150:** The main heading was changed to *Nazi concentration camps;*
- **360:** The *Complex See Also* reference was deleted because the *Explanatory text* scope note ($i), used to show the relationship between the 150 heading and other established subjects, was no longer valid;
- **450 #1:** *Concentration camps* was reassigned as a cross reference; the subfield code ("$w nne") indicates that this term had been a previously authorized RDA access point and a valid LCSH subject heading;
- **450 #2:** A variant form of the main heading was added in indirect order;
- **450 #3 & #4:** Variant forms of the two cross references for *Nazi death camps* and *Nazi extermination camps* were added in indirect order. Note: all the cross references are listed in alphabetical order.
- **450 #5 & #6:** Cross references for *Nazi death camps* and *Nazi extermination camps* were added in direct order;
- **450:** The cross reference for *Detention camps* was removed since the original 670 justifying its use as a variant access point was deleted;
- **550:** *Internment camps* was added as a *See Also From* reference; the subfield code ($w g) indicates that this established subject heading is a "broader term" than the established subject heading in the 150 field;
- **550:** The cross references for *Detention of persons* and *Military camps* were removed since the 670s that served to justify their use as variant access points had been deleted;
- **670:** All *Source Information Data* from the original authority record were deleted;
- **670 #1:** The work by Dan Stone was added; it provides a clear distinction between the function of a Nazi concentration camp and an internment camp;
- **670 #2:** An entry from the US Holocaust Memorial Museum's Holocaust Encyclopedia was added; it provides a crucial definition showing the main function of the Nazi camp system as opposed to that of other types of prison camps.



**Proposed Topical Heading [Internment camps]**

010 $a sp2020000306
040 $a CoU $b eng $c DLC
053 0 $a HV8963
150 $a Internment camps
450 $a Transit camps
550 $a Concentration camps
670 $a Dan Stone. Concentration Camps: A short history, 2017: $b page 46 (Transit camps and labour camps associated with the administration of the Holocaust were also established. The difference between all these sorts of camps was not very widely understood during the war. This lack of clarity, combined with the chaos of the end of the war which brought the different camps crashing together, contributed to the confusion about the geography and operation of the Holocaust for years after the war's end.) page 123 (The crucial characteristic of a concentration camp is not whether it has barbed wire, fences, or watchtowers; it is, rather the gathering of civilians, defined by a regime as de facto 'enemies', in order to hold them against their will without charge in a place where the rule of law has been suspended. Interment camps for political prisoners and detention centres for asylum seekers are places where those inside are held against their will but not places, at least in theory, where the law does not apply—although it might well be bent somewhat.) page 128 (What is so striking about this state of affairs is the extent to which the Nazi camps stand in for all camps.) page 129 (We remember the camps we want to remember in ways that suit us.") page 131 the term 'concentration camps' has come to denote places like Dachau when in fact most of them were quite different.)
670 $a Jane McGrath "Did the United States Put Its Own Citizens in Concentration Camps During WWII?" 7 May 2009. HowStuffWorks.com. <https://history.howstuffworks.com/history-vs-myth/japanese-internment-camp.htm> 10 February 2020 $b (Though many argue that the forced relocation of Japanese and Japanese-Americans was primarily motivated by racism, the U.S. government cited national security reasons for the sweeping relocation. Nazi concentration camps were designed to extinguish the Jewish people, who the Nazis considered lesser beings, from the human race. Clearly, the use of the term "concentration camp" to describe U.S. relocation camps is misleading; for that reason, scholars prefer to call them internment camps.)
670 $a U.S. Holocaust Memorial Museum website, February 10, 2020: $1) Holocaust Encyclopedia. Nazi Camp System: Terminology (There has been a long-standing confusion about the terminology used about the Nazi camp system. For example, the term concentration camp is commonly, but inaccurately, used to describe various detention and killing sites established by the Nazis and their collaborators between 1933 and 1945.)
670 $a Work cat: Wikipedia, February 10, 2020 $b (Internment is the imprisonment of people, commonly in large groups, without charges or intent to file charges, and thus no trial. Interned persons may be held in prisons or in facilities known as internment camps, also known as concentration camps. This involves internment generally, as distinct from the subset, the Nazi extermination camps, popularly referred to as death camps. Nazi Germany established six extermination camps, specifically designed to kill millions, primarily by gassing. As a result, the term "concentration camp" is sometimes conflated with the concept of an "extermination camp" and historians debate whether the term "concentration camp" or the term "internment camp" should be used to describe other examples of civilian internment.)
670 $a Adrian Myers, Gabriel Moshenska G. (eds) Archaeologies of Internment. 2011: $1) page 4 (Internment camps are often used to control groups and populations on the move.)
952 $a Bib. records to be changed: 33
952 $a After having visited the Drancy internment camp and Auschwitz concentration camp during my sabbatical in 201 8, I realized that the qualifier "concentration camp" is not at all accurate for such places like Drancy that was never used as an extermination camp. There are currently over 33 NARS that show a discrepancy in LCSH that use "concentration camps" as a qualifier yet define the places as "internment camps" in the 670s. I am proposing a new SH for "Internment camps" so that it can be used as a more appropriate qualifier for these 33 camps. Five other headings will need a change to the 365 or 410 fields accordingly.

**Figure 7.** *Internment Camps* Proposal #2 Form



| | | | |
|---|---|---|---|
| 010 | | | sh2021003726 ‡z sh 85029589 |
| 040 | | | DLC ‡b eng ‡c DLC |
| 053 | | 0 | D805 ‡b D805.6 |
| 150 | | | Nazi concentration camps |
| 450 | | | ‡w nne ‡a Concentration camps |
| 450 | | | Concentration camps, Nazi |
| 450 | | | Death camps, Nazi |
| 450 | | | Extermination camps, Nazi |
| 450 | | | Nazi death camps |
| 450 | | | Nazi extermination camps |
| 550 | | | ‡w g ‡a Internment camps |
| 670 | | | Dan Stone. Concentration Camps : A short history, 2017: ‡b p. 123 (The crucial characteristic of a concentration camp is not whether it has barbed wire, fences, or watchtowers; it is, rather the gathering of civilians, defined by a regime as de facto 'enemies', in order to hold them against their will without charge in a place where the rule of law has been suspended. Interment camps for political prisoners and detention centres for asylum seekers are places where those inside are held against their will but not places, at least in theory, where the law does not apply--although it might well be bent somewhat.) p. 128 (What is so striking about this state of affairs is the extent to which the Nazi camps stand in for all camps.) |
| 670 | | | USHMM Holocaust encyclopedia, April 16, 2021: ‡b concentration camp (The term concentration camp refers to a camp in which people are detained or confined, usually under harsh conditions without regard to legal norms of arrest and imprisonment that are acceptable in a constitutional democracy; Nazi concentration camps served three main purposes: to incarcerate people whom the regime perceived as a security threat; to eliminate people and targeted groups of people by murder, away from the public and judicial review; and to exploit forced labor) |

**Figure 8.** New Subject Heading Authority Record for *Nazi Concentration Camps*

## Modifications to Proposal 2 made by the PTCP

Figure 9 shows the new subject heading authority record for *Internment camps*.

The modifications made by the PTCP to Proposal 2 (see figure 7) are as follows:

- **010:** The new LCCN number "sh 2020000306" was assigned alongside the cancelled ($z) number for the former subject heading *Concentration camps*;
- **360:** The *Complex See Also* reference was added as an *Explanatory text* ($i) scope note to show the relationship between the 150 heading and other established subjects;
- **450:** The cross reference for *Transit camps* was deleted as it was no longer necessary;
- **450 #1:** *Concentration camps* was assigned as a cross reference; the subfield code ("$w nne") indicates that this term had been a previously authorized RDA access point and a valid LCSH subject heading;
- **550:** The *See Also From* reference *Concentration camps* ($w g) was no longer valid as that subject heading authority record had been deleted;
- **550:** *Detention of persons* was added as a *See Also From* reference; the subfield code ($w g) indicates that this established subject heading is a "broader term" than the established subject heading in the 150 field;
- **670:** The work by Stone was deleted as a reference source from this record and reassigned in the subject authority record for *Nazi concentration camps;*
- **670 #1:** The work by McGrath was retained with some enhancement; the subfield $u (*Uniform Resource Identifier*) link was repositioned to the end of the field;
- **670 #2:** The work by Myers and Moshenska was retained;
- **670 #3:** An entry from the *Oxford English Dictionary* was added to distinguish between the definition of an internment camp and a concentration camp.

| | | | |
|---|---|---|---|
| 010 | | | sh2020000306 ǂz sh 85029589 |
| 040 | | | CoU ǂb eng ǂc DLC |
| 053 | | 0 | HV8963 |
| 150 | | | Internment camps |
| 360 | | | ǂi names of individual concentration and internment camps; and subdivision ǂa Concentration camps ǂi under individual wars, e.g., ǂa World War, 1939-1945--Concentration camps |
| 450 | | | ǂw nne ǂa Concentration camps |
| 550 | | | ǂw g ǂa Detention of persons |
| 670 | | | Jane McGrath "Did the United States Put Its Own Citizens in Concentration Camps During WWII?" 7 May 2009, article on How Stuff Works WWW site, April 16, 2021: ǂb (Franklin Delano Roosevelt made the decision to relocate more than 100,000 Japanese and Japanese-Americans from their homes on the West Coast to camps around the country. Although FDR himself called them "concentration camps," we don't use that term today -- it's loaded because of its connection to the Holocaust in Nazi Germany. ... Though many argue that the forced relocation of Japanese and Japanese-Americans was primarily motivated by racism, the U.S. government cited national security reasons for the sweeping relocation. Nazi concentration camps were designed to extinguish the Jewish people, who the Nazis considered lesser beings, from the human race. Clearly, the use of the term "concentration camp" to describe U.S. relocation camps is misleading; for that reason, scholars prefer to call them internment camps.) ǂu https://history.howstuffworks.com/history-vs-myth/japanese-internment-camp.htm |
| 670 | | | Adrian Myers, Gabriel Moshenska G. (eds) Archaeologies of Internment. 2011: ǂb page 4 (Internment camps are often used to control groups and populations on the move.) |
| 670 | | | OED online, April 14, 2021: ǂb internment camp (a camp in which prisoners of war, enemy aliens, political prisoners, etc., are detained without trial) concentration camp (A camp in which large numbers of people, esp. political prisoners or members of persecuted minorities, are deliberately imprisoned in a relatively small area with inadequate facilities, sometimes to provide forced labour or to await mass execution) |

**Figure 9.** New Subject Heading Authority Record for *Internment camps*

## Bibliographic File Maintenance

Instruction sheet H 165, *Subject Heading Changes in Bibliographic Records* provides guidance in the steps required to complete the authority file maintenance—with prior vetting and approval by PTCP—when an existing subject heading has been changed or a new subject heading has been established.[27] More specifically, paragraph 1.b, "Revising existing subject headings" addresses the maintenance to be done when updating a subject heading from its old form to the new form; paragraph 1.c, "Establishing new subject headings" states, "Search the bibliographic database to locate existing bibliographic records for which the new heading is appropriate. In some cases, the existing subject heading or headings will be deleted and the new heading substituted. In other cases, the existing headings will be retained and the new heading added."[28]

The LCSH Approved Monthly List 06a dated June 18, 2021 noted that file maintenance was done to eighty-six subject heading records because of the changes generated by the *Concentration camps* and the *Internment camps* proposals. Below are examples of the file maintenance performed:

**SAMPLE: New Heading** (forty-five new subject headings were established.)

150 Child internment camp inmates [May Subd Geog] [sp2021004026]

450 UF Child concentration camp inmates [Former heading]

550 BT Internment camp inmates

**SAMPLE: Cancelled Heading** (twenty-four subject headings were cancelled.)

150 Child concentration camp inmates CANCEL HEADING [sp 00000273 ]

682 This authority record has been deleted because the heading is covered by the subject headings Child internment camp inmates (DLC) sh2021004026 and Child Nazi concentration camp inmates (DLC)sh2021004027

**SAMPLE: Changed Heading** (Five headings were changed.)

150 Concentration camp uprisings--Poland
CHANGE HEADING

150 Nazi concentration camp uprisings--Poland
[sp2019102875]

## Conclusion

It is worth highlighting the importance of literary warrant—the critical principle that guides all catalogers when establishing a subject heading in LCSH. As taught in the course, "Basic Subject Cataloging using LCSH," the main aspects of literary warrant are:

- Subject headings are created for use in cataloging and reflect the topics covered in a given collection
- The terminology selected to formulate individual subject headings reflects the terminology used in current literature.[29]

Catalogers recognize that the subject headings they may find to be objectionable or pejorative today were once valid headings that figured prominently in the literature or that conformed to usage in specific collections. At the same time, catalogers are aware of the evolving nature of language—and, likewise, the nature of literary warrant—because such changes have major consequences on the LCSH terms that they assign in their catalogs. Buckland summarized the unavoidable "obsolescence" of assigned subject headings thus:

> Even when the denotation is stable, the connotation or attitudes to the connotation may change. Always, some linguistic expressions are socially unacceptable. That might not matter much, except that what is deemed acceptable or unacceptable not only differs from one cultural group to another, but changes over time, and, especially during changes, may be the site of contest.[30]

Fortunately, catalogers have the means to rectify the situation by making necessary revisions and adjustments to subject headings in LCSH via the SACO program. In this paper, the revision to the authorized subject heading *Concentration camps* is a case in point. Stone affirmed that the connotation of the term has changed through the years, "The term 'concentration camps' has come to denote places like Dachau when in fact most of them were quite different."[31] By actively participating in programs such as SACO, or working through such platforms as the Cataloging Lab, catalogers from libraries and institutions show that they are committed to revising problematic subject headings, continuing the work started by Berman and others. Hopefully, going forward and knowing that there are systems available to catalogers to make needed changes to LCSH, more such subject heading revisions will be submitted and approved.[32]

## References and Notes

1. Violet Fox, "Field Reports: The Cataloging Lab," *Library Journal* 143, no. 6 (April 1, 2018): 12–14.
2. The Cataloging Lab, accessed January 8, 2022, https://catalogingla b.org/.
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in the Library of Congress Subject Headings, 1988–2003," (master's thesis, University of North Carolina at Chapel Hill, 2004).
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10. *American Libraries Magazine*, "Library of Congress Changes Illegal Aliens Subject Heading," accessed January 13, 2022. https://americanlibrariesmagazine.org/blogs/the-scoop/library-of-congress-changes-illegal-aliens-subject-heading/.
11. Jake Scobey-Thal, "Illegal Alien: A Short History," *Foreign Policy* (blog), accessed July 24, 2021, https://foreignpolicy.com/2014/08/27/illegal-alien-a-short-history/; Tina Gross, "Examining the Subject Heading 'Illegal Aliens,'" (presentation, CaMMS Forum: Working Within and Going Beyond: Approaches to Problematic Terminology or Gaps in Established Vocabularies, American Library Association Midwinter Meeting, Atlanta, GA, January 22, 2017); "Resolution on Replacing the Library of Congress Subject Heading 'Illegal Aliens' with 'Undocumented Immigrants,'" January 25, 2021, www.ala.org/aboutala/sites/ala.org.aboutala/files/content/ALA%20CD%2044%20Final%20Revision%20Resolution%20on%20replacing%20the%20Library%20of%20Congress%20Subject%20Heading%20_Illegal%20aliens_%20with%20_Undocumented%20immigrants_.pdf.
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17. "SACO Proposal Workflow—SACO—Program for Cooperative Cataloging (Library of Congress)," accessed July 24, 2021, www.loc.gov/aba/pcc/saco/SACOWorkflow.html.
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19. In an email from January 5, 2022, Patricia Hayward, Product Services Librarian with the Policy and Standards Division at LC, confirmed that "Libraries who subscribe to Class Web must be SACO members to access the proposal system. We have had discussions about opening the proposal system in a read-only format for all, so at least all Class Web subscribers could easily see what is being proposed but that's a policy decision that is still being worked on. The Library of Congress Demographic Group Terms (LCDGT) has been revived and is operating under an 'advisory group' which includes outside organizations, not just LC Policy staff. This advisory group was given access to Class Web and the proposal system with read-only capabilities in order to assist with input for demographic terms. This is a trial program for LCDGT only, but the general idea here is to see if something like this might work with LCSH and make it more participatory." Information about Classification Web (a product developed by the Minaret company—which is also the name of the Class Web proprietary database) is available at www.loc.gov/cds/classweb/. For non-PCC institutions, the Subject Authority Proposal Form is available at www.loc.gov/catdir/cpso/lcshproposalformnew.pdf.
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30. Michael K. Buckland, "Obsolescence in Subject Description," *Journal of Documentation* 68, no. 2 (2012): 159.
31. Dan Stone, *Concentration Camps: A Short History* (New York: Oxford University Press, 2017), 131.

32. In July 2021, Cataloging Policy specialists with the PTCP approved the author's request to substitute the qualifier *Internment camp* for *Concentration camp* in 110 authority records where the case applied. On July 26, 2021, the author revised the heading for ARN #4172205, which now displays as Drancy (Internment camp).

## Appendix

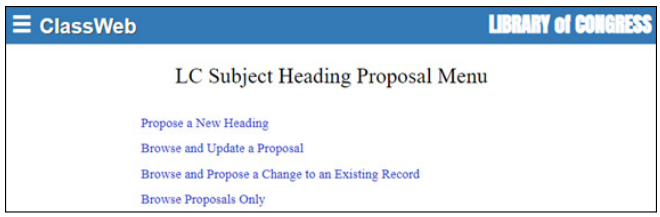



**Figure 1.** Updated Subject Heading Proposal Menu (*Classification Web*)

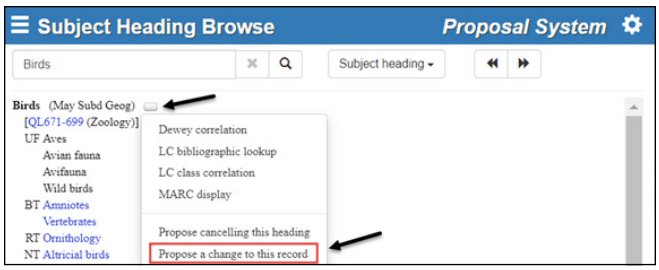



**Figure 2.** Updated Proposal System Dropdown Menu (Classification Web)

# When Disruption is the New Normal

## The Impacts of the COVID-19 Pandemic on Technical Services in US Academic Libraries

**Yuji Tosaka and Cathy Weng**

*As college campuses closed for in-person classes and shifted to online instruction due to the COVID-19 pandemic in spring 2020, US academic libraries also scrambled to provide continued access to library services and resources to support remote learning, teaching, and research. One important question is how academic library technical services responded to the public health emergency and adapted to new challenges to continue to serve the academic community. This paper illustrates a survey study that investigated the impact of the COVID-19 pandemic on US academic library technical services units in terms of disruptions and alterations of existing normal operations. The study revealed that technical services librarians and staff made determined efforts to continue performing as much of their pre-pandemic work as possible under the challenging circumstances. Unsurprisingly, library collection building practices and collection budgets were seriously affected by the pandemic. The study also showed the limitations of institutional preparedness and response to the public health emergency. Lastly, the study explored the personal experiences and perceptions of working from home during the pandemic and found no significant changes in work productivity, motivation, or concentration.*

In January 2020, the first confirmed case of COVID-19 infection was reported in the United States. By the spring of that year, the new global pandemic evolved into a historic public health emergency, taking tolls on thousands of human lives and upending almost countless areas of the country's social and economic life. Not surprisingly, the pandemic also caused a widespread disruption to US academic institutions, which are home to thousands of students who are interacting and living in congregate settings on or near campus and thus can become a major source of the rapid spread of any communicable disease. As a result, almost all US colleges and universities cancelled in-person classes and shifted to online instruction in spring 2020.[1] Obviously, the massive fallouts from the pandemic created an urgent need to understand how organizations and individuals in all walks of life were forced to respond in real time to the novel demands and challenges that impacted them in the transformed work environments.[2]

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As campuses closed for in-person classes and shifted to online instruction in spring 2020, academic libraries across the country, with their decades of investment and practices in providing online resources and services, "helped lead their institutions into the socially distant era."[3] During these highly unusual and challenging times, those librarians and staff who had worked directly with students and faculty had to quickly adjust their operations using various new technologies and tools to transition to new ways of reaching out to library users and continuing to support their virtual learning, teaching, and research needs.[4] While the adjustments librarians in public services made to the rapidly evolving virtual academic environments rightly deserve attention, an equally essential, if much less visible, question is how other non-public facing sides of academic libraries, such as technical services, ensured service continuity in response to the pandemic.

Organizational impacts of the ongoing COVID-19 crisis on the academic library technical services work environments raised considerable interest for the authors, both of whom have years of professional experience in technical services units.[5] The sudden disruption of work sparked the authors' academic and practitioner interest in exploring how their technical services colleagues across US academic libraries tried to maintain continuity of operations in the wake of the unprecedented pandemic. This paper reports the findings of a nationwide online survey that the authors designed and conducted in fall 2020 to assess the pandemic's impact on US academic library technical services units. Analysis of the survey data will make a much-needed empirical contribution to understanding how the nature of technical services work was disrupted and altered within a historic, unprecedented pandemic context.

## Literature Review and Study Questions

When the COVID-19 pandemic unfolded, many groups quickly developed and conducted surveys collecting information almost in real time on how libraries across the US were making adjustments to their operations to protect the safety of their staff and still continue to serve the needs of their users. The institutional focus of these COVID-19 library surveys often varied widely, such as US libraries in general, public libraries, academic libraries, and special library communities like law libraries.[6] They each offered important contemporaneous insights into how the US library community was responding to the COVID-19 outbreak and provided valuable information. Sharing this information allowed other libraries to make decisions and adjust existing services and workplace processes; the need to adapt and evolve was paramount in fast-changing pandemic situations. Nevertheless, while these surveys indeed were helpful in affording broad overviews of US library responses to the pandemic, they left a critical vacuum in knowledge as to how particular library units, such as access services, public services, and technical services, navigated through significant disruptions to their operations respectively. Studies have since begun to explore such individual unit-level responses to the historic public health crisis.[7]

Another important body of the library literature that proved of particular interest to the authors during the study preparation process was writings on emergency preparedness and disaster response in libraries. As the authors reviewed a good number of library-specific publications and manuals on this topic, they soon realized that those resources mostly focused on how to preserve and restore physical collections and buildings and ensure service continuity when libraries were struck by natural disaster events, such as fire, earthquakes, hurricanes, and floods.[8] One notable exception that was highly relevant to the current study was a 2013 paper by Fansler and Daugman that discussed how the Z. Smith Reynolds Library at Wake Forest University developed a pandemic preparedness plan in response to the 2009 H1N1 pandemic outbreak.[9] The existing literature focusing on non-pandemic disaster responses thus prompted a clear need for research in libraries' preparedness and response to public health emergencies such as the COVID-19 pandemic to guide academic libraries in general and/or technical services units through making timely adjustments in their operations.

A key set of questions that affected the authors' survey design related to the impacts of the sudden shift to remote work on academic library technical services operations. Craft offered a concise overview of the pre-pandemic literature on the concept and practice of remote work in library technical services.[10] Important questions in the literature included "technology access, including hardware, software, and Internet connectivity"—whether academic institutions provided adequate access to technologies needed to enable all technical services tasks to be performed remotely.[11] Other key questions encompassed the personal experiences and perceptions of remote work, including social and psychological costs and benefits such as increased productivity and higher employee morale, along with cost-saving opportunities for employers.

As outlined above, because the COVID-19 pandemic upended almost all the normal routines in people's lives and work, the authors believed that the current situation created an urgent need to conduct an in-depth analysis of its ongoing and potential future effects on technical services in US academic libraries. Toward that end, the authors sought to design and conduct an online survey to help provide empirical insights into the following main study questions:

- How did the pandemic impact library operations, including the financial resources and collections priorities, as they affected technical services units?
- How did technical services units respond to the COVID-19 pandemic in terms of department operations?
- How did technical services librarians adjust to the transition to remote work? What were their perceptions about the benefits and costs of working from home in a pandemic environment?

Answering these questions will contribute a great deal to learning about how US academic library technical services confronted organizational challenges and demands under the historic public health crisis. As the changes made in workflows and operations were based on increased adoption of existing technologies for remote work and real-time communication, it seems quite plausible that those pandemic-era changes could also trigger long-term transformations, affecting our priorities and how the work of academic library technical services will be conducted moving forward.[12] Analysis of the current survey results therefore should serve as a good starting point in formulating best practices to help shape more flexible, resilient work environments as libraries likely will bring growing attention to disaster preparedness and continuity of operations in post-pandemic contexts.

## Survey Design and Procedures

Based on a review of the existing literature and the earlier COVID-19 library surveys cited above, the authors developed an online survey instrument targeted at the technical services community across US academic libraries. The survey consisted of twenty-five questions covering a range of issues informed by the study questions listed in the previous section, and included four broad sections:

1. demographic/background information;
2. university/college and library COVID-19 responses;
3. impacts on technical services management and operations; and
4. perceptions of working remotely.

The number of questions each survey participant answered was slightly fewer and varied depending on the applicability and choices of answers given to certain questions. Most of the survey questions were multiple-choice, and many allowed respondents to select multiple categories and provide open-ended answers if applicable (see appendix).

The authors secured institutional review board approval for the proposed study and used Qualtrics as the online platform for anonymous data collection. In September and October 2020, potential respondents were invited to participate in the survey by means of email announcements and follow-up reminders to relevant technical services-related electronic mailing lists/discussion forums.[13] A total of 579 people responded and agreed to participate in the online survey. Of these respondents, 474 people (81.2 percent) reported that they were based in higher education institutions located in the US. The following sections present analysis of the survey data as reported by these US-based academic library respondents.

As noted above, many of the survey questions included an open text box to accommodate write-in answers in place of, or in addition to, pre-set answers (a total of eighteen open-ended items). To analyze all individual free-text answers, the authors developed a preliminary coding scheme to incorporate them into analysis. The initial codes included all the choices given in the survey and new categories defined based on the responses. Each author then coded half of the free-text responses to a given question and identified answers that were not immediately clear and needed further discussion. The authors then refined the coding scheme, discussed questionable answers, and agreed on appropriate coding for those answers after additional review. In addition to being quantified for data analysis, free-text responses are discussed in the following sections as needed, and mostly for illustrative purposes.

### Sample

The survey received responses from all across the US, with the exception of Alaska, Maine, Puerto Rico, Vermont, West Virginia, and Wyoming. Nearly 60 percent (59.7 percent) of the respondents reported that they worked at doctorate-granting universities, while 17.1 percent were at 4-year undergraduate institutions. Furthermore, 13.5 percent of the respondents were affiliated with master's colleges and universities, while 5.3 percent and 4.2 percent worked at 2-year colleges and special focus institutions (e.g., law schools, medical schools, and art, music, and design schools), respectively. One respondent worked at a tribal college. A total of 57.0 percent of the respondents held positions in public institutions. Regarding library type, nearly half of the respondents (48.2 percent) responded that their institutions were Association of Research Libraries (ARL) members, meaning that they worked at one of over 100 major research libraries. In the results section that follows, the distinction between ARL and non-ARL library respondents is used in some analyses as a measure to highlight possible differences between research and non-research libraries regarding technical services responses to the COVID-19 pandemic. Considering that the percentage of doctoral universities is much lower overall (10 percent of

US postsecondary institutions and 36 percent of the total enrollment), the current survey sample data suggest that the responses were skewed toward those working in such major research libraries.[14]

In addition to library types, the survey included a question about survey participants' primary job function. The question allowed them to select multiple categories if they were responsible for more than one functional area, as often is the case in a smaller library setting where one handles multiple technical services functions, for example. The largest proportion of the respondents (71.1 percent) indicated cataloging and metadata as their primary job function, followed by acquisitions (32.2 percent). A slightly smaller number of the respondents replied that their primary job function was in electronic resources (31.3 percent) and serials (24.8 percent), respectively. Digitization and preservation accounted for 6.9 percent of the responses. About one out of ten respondents (10.2 percent) reported that they had management or coordinating responsibilities (e.g., head of technical services) or administrative positions (e.g., associate university librarian for collections & metadata services). The survey respondents also included a much smaller number of those working in public services and collection development (3.2 percent), systems and access services (1.7 percent each), and archives and special collections (1.5 percent). In general, while the authors used self-selection sampling for the current study, the respondents represent a large relevant cross-section of technical services librarians across US academic libraries.

## Results

### Library Onsite Operations

The survey study was conducted in fall 2020 when most academic institutions started their new academic year and when vaccination was not yet available. Regarding the status of library onsite operations, more than half of the survey participants (54.1 percent) indicated that their libraries were open with limited hours when the survey data were collected. Nearly one-fifth of the respondents (18.9 percent) reported that their libraries were closed entirely to users. By contrast, 15.9 percent of the survey participants responded that their libraries were open with usual hours. The remaining 10 percent reported that their libraries were closed with the exception of some bookable study space; and that not all branches were open and those that were had limited hours.

When the pandemic started to affect technical services units in March 2020, almost all academic institutions in the US closed their onsite operations and classes moved to online. In light of the library being an integral part of academic lives, the survey asked respondents if their library/libraries had been designated as essential units and stayed open in some capacity since the pandemic started. Of those who responded, more than one-third of the institutions (37.2 percent) had designated their libraries to stay open during the pandemic. Over half (53 percent) of these institutions were non-ARL libraries, suggesting that there were few policy differences on this operational issue between ARL and non-ARL libraries regarding their overall distribution in the survey sample.

### Access to Print Materials

To learn about the status of access to print materials, the survey included a question with the following answers; respondents could select all applicable answers.

- Access to print materials continues in person and is only onsite
- Access to print materials is staff-mediated and onsite only
- Access to print materials is staff-mediated and via delivery
- Access to print materials is staff-mediated and via specified offsite pickup location
- Access to print materials is staff-mediated and via digital reproduction requests
- Access to print materials has been suspended

The results (see table 1) showed that more than 40 percent of the respondents' institutions offered at least one of the three types of services at the time of the survey: (1) in-person access to materials in stacks; (2) staff-mediated access to print materials via delivery; and (3) staff-mediated access to print materials via digital reproduction.[15] Fewer institutions provided staff-mediated access via onsite pickup (30.5 percent) or offsite pickup (26.7 percent). A very small percentage (4.7 percent) of respondents reported that their libraries had entirely suspended access to print materials. Looking further into the access policy differences between ARL and non-ARL institutions, the authors found that more non-ARL institutions opened their stacks for users' in-person access than did ARL institutions, whereas more ARL institutions offered delivery service to their users.

### Pandemic Preparedness

One of the survey questions was intended to examine how well academic libraries were prepared for disasters: specifically, whether academic libraries had disaster plans in place to help manage the pandemic crisis and the usefulness of such pre-existing plans. According to the survey results (see table 2), approximately half of the respondents indicated that their institutions had a disaster plan prior to

**Table 1.** Access to print materials (*N* = 423)

| | | Library Type | |
|---|---|---|---|
| | **All (%)** | ARL (%) | Non-ARL (%) |
| In person, on site | 43.3 | 37.8 | 48.2 |
| Staff-mediated, on site | 30.5 | 32.8 | 28.4 |
| Staff-mediated, delivery | 40.2 | 45.3 | 35.6 |
| Staff-mediated, offsite pickup | 26.7 | 25.9 | 27.5 |
| Staff-mediated, via digital | 42.3 | 41.8 | 42.8 |
| No access | 4.0 | 5.4 | 4.7 |

**Table 2.** Disaster Plan in Place (*N* = 431)

| | | Library Type | |
|---|---|---|---|
| | **All (%)** | ARL (%) | Non-ARL (%) |
| Yes | 51.0 | 55.3 | 47.1 |
| No | 16.3 | 11.0 | 21.1 |
| Other | 0.4 | 0.0 | 0.8 |
| Not sure | 32.3 | 33.8 | 31.0 |

the COVID-19 outbreak. However, almost all those respondents who provided free-text responses noted that their emergency plans, in fact, had been created for emergencies such as fire or flood, rather than a pandemic. The authors also cross-tabulated the results to see if any disparities existed between ARL and non-ARL institutions having disaster plans. As can be seen from table 2, more ARL institutions (55.3 percent) had a disaster plan than did non-ARL institutions (47.1 percent). This is also reflected in the "No" category where non-ARL institutions were almost twice as likely to have had no such plan than ARL institutions. Additionally, nearly one-third of the respondents (32.3 percent) did not know whether their libraries had a disaster plan, suggesting that such a plan was not widely made known to the staff. Among those respondents who were aware that a local disaster plan was in place prior to the pandemic, approximately 40 percent found their plans useful at some levels. Nearly one-third (32.6 percent) of the respondents felt that their emergency plans were either somewhat useless or extremely useless (see table 3).

## Equipment and Technical Support

Equipping library staff for remote work posed a challenge during the pandemic. Basic home office needs such as computers and internet access are fundamentals for remote work to succeed. One survey question asked how such technical needs were fulfilled locally. According to the survey results

**Table 3.** Perceived Usefulness of Disaster Plan (*N* = 233)

| | |
|---|---|
| Extremely useful | 6.0% |
| Somewhat useful | 34.3% |
| Neither useful nor useless | 27.0% |
| Somewhat useless | 18.0% |
| Extremely useless | 14.6% |

**Table 4.** Technical and Equipment Support for Remote Work (*N* = 424)

| | |
|---|---|
| Yes, to all employees in need | 44.8% |
| Yes, to some employees in need | 31.4% |
| No | 10.1% |
| Other | 3.8% |
| Yes, computers and tech support only, no internet | 9.9% |

(see table 4), nearly one-third of the respondents (31.4 percent) answered that their institutions provided technical equipment and support to *some*, but not all, employees, while all employees in need received such support in more than 40 percent of the respondents' institutions (44.8 percent). A total of 10.1 percent of the respondents reported that their institutions provided no computers or technical support, while nearly 10 percent of the respondents' institutions provided computers and technical support, excluding internet access.

## Policy Regarding Library Staff Unable to Work Remotely

Another survey question inquired about the institution's policy regarding employees who lacked access to the technology that will enable them to work remotely. Were they paid or forced to take leave, etc.? Based on the survey results (see table 5), the authors note that more than 20 percent of the respondents' institutions continued to pay their employees who were unable to work remotely. Moreover, 16.1 percent of the respondents' institutions required staff who could not work remotely to work onsite if they wanted to get paid. Employees of some institutions (10.6 percent) were required to use vacation or sick time to get paid.

## Technical Services and Pre-pandemic Remote Operations

It is generally understood that library technical services is a physical operation unit that handles, among other responsibilities, the receiving, cataloging, and processing of physical materials acquired by the library. As noted in the literature, remote technical services work has been implemented as

an exception rather than as a norm and often individual-based.[16] One can easily imagine the challenges the academic library community encountered when most (if not all) of the technical services operations were shifted to remote work almost overnight in the wake of the COVID-19 outbreak. A scan of pre-pandemic institutional practice with respect to technical service remote work will better illustrate the scale of this crucial transition in a real-time context. Toward that end, the survey asked if technical services employees were permitted to work remotely by their institutions before the lockdown. Based on the survey results and free text responses, the authors grouped the responses into the following categories:

- Generally no with occasional exceptions
- Generally yes and needed special permission or arrangements
- Yes to only librarians and certain classes of employees

**Table 5.** Policy on Staff Lacking Access to Computers/Technology Support (*N* = 432)

| | |
|---|---|
| Not required to work but have been paid | 21.2% |
| Required to use vacation/sick time in order to get paid | 10.6% |
| Required to work on-site | 16.1% |
| Have not been paid | 3.6% |
| Don't know | 11.1% |
| Not an issue (not applicable) | 35.8% |
| Initially paid for no work, then required to work on-site or furloughed or laid off | 5.5% |

**Table 6.** Technical Services Remote Work Practice, Pre-COVID 19 (*N* = 438)

| | | Library Type | |
|---|---|---|---|
| | **All (%)** | ARL (%) | Non-ARL (%) |
| Generally no and with occasional exceptions | 51.8 | 46.2 | 57.0 |
| Generally yes and with special permission or arrangements | 21.9 | 21.0 | 22.8 |
| Only for librarians and certain classes of employees | 23.7 | 29.5 | 18.4 |
| Other | 2.5 | 3.3 | 1.8 |

The results (see table 6) showed that more than half of the respondents' institutions (51.8 percent) generally had not allowed technical services staff to work remotely prior to the pandemic; non-ARL institutions outnumbered ARL institutions having adopted this practice (57.0 percent and 46.2 percent, respectively). Approximately one-fifth of the respondents (21.9 percent) replied that their institutions had given technical services employees the green light for remote work with the condition that special arrangements or permission needed to be granted. Close to a quarter of the respondents (23.7 percent) reported that remote work practice had been only applicable to librarians/library faculty or staff in certain classes. Among the institutions in this category, the survey found that more ARL libraries had adopted the limited remote work practices before the pandemic (29.5 percent versus 18.4 percent among non-ARL libraries).

## Technical Services and Pandemic Remote Work

As the survey data above suggest, technical services units had to adjust their operations quickly to ensure business continuity when the pandemic struck, as remote work was only implemented as an exception in the past. This involved shifting most, if not all, technical services work remotely with the understanding that most physical processing and cataloging operations might need to be stalled; hence a survey question—what types of technical services work were assigned to staff in a remote setting? Specifically, the respondents were asked, from a list of tasks, to select the type of work assigned to staff in percentages that added up to 100 percent. The list included:

- Remote work comparable to existing onsite duties
- Remote work different in nature
- Database cleanup tasks
- Department documentation
- No remote work available for them
- Regular job duties continued while working remotely
- Other

Table 7 presents the percentage of respondents indicating the types of remote work assigned in their technical services units and the median percentage of each type among all work they did remotely. As a measure of central tendency, the authors used the median percentage (value separating the higher half from the lower half of a data sample) to avoid data being skewed from outliers, i.e., the extreme high or low percentages in some of the responses received; indeed, the results of the weight of work in percentage were not evenly distributed, as expected, among all work types the respondents entered. The authors also generated the distribution of remote work that was given the highest percentage by the respondents to add another layer of analysis to the findings.

The results (see table 7) show that the top three remote work tasks that the respondents selected were "database

**Table 7.** Remote Work Assigned in Technical Services (*N* = 371)

| | Work type assigned (%) | Median percentage of work type, by weight (%) | Distribution of respondents who gave the highest percentage for each work type (%) |
|---|---|---|---|
| Database clean-up | 71.5 | 20 | 24.3 |
| Regular job duties continued | 69.9 | 50 | 41.8 |
| Remote work comparable to onsite work | 56.3 | 25 | 21.6 |
| Department documentation | 44.8 | 10 | 1.1 |
| Remote work different in nature | 35.6 | 20 | 3.2 |
| No remote work to do | 9.9 | 10 | 1.9 |
| Other | 19.6 | 20 | 6.2 |

clean-up" (selected by 71.5 percent), "regular job duties continued" (69.9 percent), and "remote work comparable to onsite work" [e.g., some workflow adjustments] (56.3 percent). These tasks were followed by "department documentation" (44.8 percent) and "remote work different in nature" [e.g., special projects or other departments' duties] (35.6 percent). "No remote work to do" was selected by nearly one-tenth of the respondents (9.9 percent). Note that the numbers in this column exceeded 100 percent in total because respondents could select multiple work tasks. When further examining the weight of remote work assigned using the median percentage, the authors found that those who selected the type "regular job duties continued" indicated that half of the work technical services staff did remotely were their regular duties. This was further reaffirmed by the high percentage (41.8 percent) of respondents who gave their highest percentage of remote work, among other duties, to this work type suggesting many of their regular responsibilities could be accomplished from home. By contrast, more than 70 percent of respondents selected "database clean-up" as one of their remote work tasks (i.e., the top answer chosen); its median percentage among all remote work was 20 percent. Approximately one-quarter of respondents (24.3 percent) assigned this work type the highest percentage of their remote work. This suggested that database clean-up was a common alternative when onsite work and physical items handling were not possible; however, that type of work only accounted for 20 percent in median percentage of all remote work according to the survey results.

## Library Management System

Technical services tasks depend heavily on the library management system for daily operations. For libraries using traditional integrated library systems (ILS), which are built mostly on client-server architecture, remote technical services work can be tricky when it needs to be performed outside the institution's local network. Generally, a virtual private network (VPN) needs to be enabled for staff to remotely access the library system. However, a newer library services platform (LSP), with its cloud-based technologies, creates a more convenient environment for remote access. Use of ILSs or LSPs might have affected library technical services remote operations during the pandemic. One of the survey questions thus asked whether the respondents' library management system (LMS) caused any issues for remote work. The results (see table 8) indicated that most respondents (83.9 percent) did not experience issues with their library systems. However, examining the cross-tabulated data to compare LSP and ILS institutions, the authors found some distinct difference in the percentage of the respondents reporting remote work issues with their library systems. The vast majority of the respondents (89.2 percent) whose libraries deployed an LSP system found no issue using their system for remote work, and 77.4 percent of respondents from libraries using an ILS system selected the same answer. However, of those who responded that their LMS presented issues for their remote work, approximately 12 percent of the respondents from ILS institutions reported issues with their library systems, as opposed to less than 3 percent of the respondents from LSP institutions. The text responses revealed that most issues were indeed VPN-related.

## Cataloging Operations

What did the survey responses reveal about the status of academic library cataloging operations in fall 2020? As shown in table 9, regarding the cataloging of physical items, (which obviously needed catalogers' in-person access to them unless they were cataloged from surrogates), nearly half of the respondents (47.1 percent) indicated that it was continued as usual or with adjustments in the local

procedures. Further examining the data, the authors found that non-ARL library participants who responded with this answer outnumbered ARL library participants by nearly 10 percent (51.6 percent versus 41.9 percent). Over one-third (36.4 percent) of the respondents reported that cataloging of physical items continued, but those cataloging activities partially shifted to handling electronic resources (e-resources). Such partial shifts were reported slightly more by those working in ARL libraries (39.2 percent versus 33.9 percent). By contrast, 6.9 percent of the respondents reported that all cataloging and processing of physical items remained suspended at the time of the survey, and that cataloging staff had completely shifted to handling e-resources; a significant difference was not observed here between ARL and non-ARL libraries.

## Acquiring New Library Resources

As US colleges and universities shifted to remote operations in spring 2020, selection of new library resources and collection development to support the academic needs continued. With the operational shifts, it has become a natural solution for library collection development strategies to prioritize e-resources in an increasingly digital information landscape. To explore the nature and extent of changes in building academic library collections, the authors asked the respondents how their acquisition services responded to meeting the remote needs regarding the preference of the materials formats acquired during the pandemic. The survey results (see table 10) showed, as expected, that nearly two-thirds (64.1 percent) of the respondents' libraries partially shifted to acquiring more e-resources. Less than 10 percent of the respondents answered that their libraries shifted to exclusively acquiring e-resources. Examining the survey responses further, the authors found that more non-ARL institutions (11.0 percent) adopted this e-only model than did ARL institutions (6.5 percent). For institutions without shifts in acquisition of resource formats, the survey data showed that non-ARL libraries outnumbered ARL institutions (20.6 percent versus 15.6 percent).

## Collection Budgets

The fiscal impact of COVID-19 on higher education has been well-documented; financial challenges such as operating deficits due to declines in revenue (enrollment, net tuition, and auxiliary revenues) and COVID-related expenses have been widely observed across college campuses.[17] As a result, organizational budget reduction efforts have been commonly implemented across US academic libraries. This has affected institutional buying power for acquiring new materials. To identify the financial impacts resulting from the pandemic, the current survey included a question about the collection budget situations in the respondents' institutions. Based on the survey responses

**Table 8.** Remote Work Issues with Library Systems (N = 372)

| | All (%) | LSP (e.g., Alma, WMS) (%) | ILS (e.g., Aleph, Voyager) (%) |
|---|---|---|---|
| No | 83.9 | 89.2 | 77.4 |
| Yes—mainly VPN | 7.0 | 2.9 | 11.9 |
| Yes—Other | 9.1 | 7.8 | 10.7 |

**Table 9.** Status of Cataloging Operations (*N* = 407)

| | | Library Type | |
|---|---|---|---|
| | All (%) | ARL (%) | Non-ARL (%) |
| Cataloging of physical items continued as usual or with adjusted procedures | 47.1 | 41.9 | 51.6 |
| Cataloging of physical items continues and also partially shifted to handling e-resources | 36.4 | 39.2 | 33.9 |
| All cataloging/processing of physical items suspended, complete shift to handling e-resources | 6.9 | 6.5 | 7.2 |
| Other | 9.6 | 12.4 | 7.2 |

**Table 10.** Changes in Acquisitions Formats (N = 404)

| | | Library Type | |
|---|---|---|---|
| | All (%) | ARL (%) | Non-ARL (%) |
| Completely shifted from physical to e-resources | 8.9 | 6.5 | 11.0 |
| Partially shifted to acquiring e-resources | 64.1 | 63.4 | 64.7 |
| Continue to acquire both physical and e-resources with no shift | 18.3 | 15.6 | 20.6 |
| Other | 8.6 | 14.5 | 3.7 |

**Table 11.** Changes in Collection Budgets (N = 390)

| | All (%) | Library Type | |
|---|---|---|---|
| | | ARL (%) | Non-ARL (%) |
| Budgets have not been affected | 19.5 | 13.2 | 25.0 |
| Budgets have been partially decreased | 62.1 | 64.8 | 59.6 |
| Budgets have been completely taken away | 2.1 | 2.7 | 1.4 |
| Budgets have been increased to support online academic needs | 2.1 | 2.7 | 1.4 |
| Don't know/Other | 14.4 | 16.5 | 12.5 |

(see table 11), the majority of the respondents' institutions (62.1 percent) experienced partial cuts in their collection budgets, a finding that probably should come as no surprise as to the pandemic financial fallout. This impacted slightly more ARL institutions (64.8 percent) than non-ARL institutions (59.6 percent). By contrast, nearly one-fifth of the respondents indicated that their institutions' collection budgets had not been affected. Among those institutions, there was a marked difference between ARL and non-ARL institutions, however. Exactly a quarter of the non-ARL respondents answered that their institutions' collection budgets were not affected, as opposed to 13.2 percent of the respondents from ARL institutions. A very small percentage of the respondents (2.1 percent) answered that their collection budgets were completely eliminated, while this was apparently balanced by the equal percentage of the few institutions where collection budgets increased to support the needs for remote teaching and research amidst the pandemic disruption.

## Experiences and Perceptions of Remote Work during the Pandemic

As noted earlier in the Survey Design and Procedures section, the last segment of the current survey featured a set of questions intended to evaluate how those working in academic library technical services perceived their lived experiences of working remotely during the COVID-19 pandemic. Those questions reflected the authors' particular interest in exploring the pandemic's impact on the social and emotional well-being of individual technical services personnel as they found that the existing COVID-19 library surveys had focused more broadly on examining policy adjustments made by libraries responding to the evolving pandemic conditions.[18] For that purpose, in addition to adapting questions from those surveys distributed to the library community, the authors proceeded to cast a wider net and draw on survey questions in the non-library literature that had been tested to produce valid results relating to the positive and negative experiences of remote work in a broader post-disaster context. The final survey included two sets of scales adapted from Donnelly and Proctor-Thomson, who had developed survey questions to measure "home-based telework" experiences in the aftermath of the 2011 New Zealand earthquake. Based on the previous scales used in other existing remote-work studies, their scales, consisting of twenty-two items, were designed to measure the "improved work outcomes" and "social costs/benefits" of working remotely under emergency conditions, such as work-life balance, family caring responsibilities, and work productivity and motivation.[19]

The first set of questions (see table 12) were designed to measure the extent to which remote work led to improved work outcomes for survey participants. Most notably, 77.3 percent and 83.0 percent of the respondents respectively agreed ("strongly agree" and "agree") that remote work allowed them to feel an increased sense of personal safety and have more flexibility than working in the office while the pandemic was still actively ongoing (4.18 and 4.11 in mean scores respectively, on a scale from 1 [= strongly disagree] to 5 [= strongly agree]). Not surprisingly, more than three-quarters of the respondents (77.3 percent) agreed that working remotely saved money, such as commuting expenses (mean of 4.05). It also appears that remote work enabled many respondents to achieve better work-life balance, as highlighted by the relatively high mean score of 3.84 for "help with caring responsibilities" and 3.63 for "have more time for my family"—a pressing concern for those caring for family members as the pandemic led to a prolonged shutdown of schools and daycare facilities for younger children and adults across the country. Likewise, reduced commuting stress (3.90), more independence (3.66), and control over their work environment (3.65) were also identified as among the key benefits of working remotely. A slight majority of the respondents (51.4 percent—3.38 mean score) agreed that remote work afforded them more personal time during the pandemic. By contrast, working remotely seems to have had marginal effects on work motivation (2.95), productivity (3.13), and concentration (3.18). These survey responses suggested that US technical services librarians and managers in academic libraries had an overall positive experience while working remotely during the COVID-19 pandemic.

The second set of questions about pandemic remote work experiences were designed to explore their social costs and benefits as reported by the respondents (see table 13). The most notable social costs they experienced were social and professional isolation (4.08 and 3.75 in

**Table 12.** Remote Work Outcomes (*N* = 385–387)

| Working remotely allowed me to ... | Strongly agree (%) | Agree (%) | Neither agree nor disagree (%) | Disagree (%) | Strongly disagree (%) | Score |
|---|---|---|---|---|---|---|
| Have more control over my work environment | 25.0 | 38.0 | 17.8 | 15.4 | 3.7 | 3.65 |
| Have more independence | 23.9 | 32.7 | 30.9 | 10.1 | 2.4 | 3.66 |
| Save money (e.g., commuting expenses) | 37.8 | 39.5 | 14.9 | 5.7 | 2.2 | 4.05 |
| Help with caring responsibilities | 29.3 | 38.3 | 22.7 | 6.6 | 3.1 | 3.84 |
| Get more work done | 14.3 | 22.3 | 34.5 | 20.2 | 8.8 | 3.13 |
| Work with greater concentration | 17.4 | 25.9 | 22.7 | 25.3 | 8.7 | 3.18 |
| Stay motivated | 8.7 | 21.4 | 34.0 | 28.2 | 7.7 | 2.95 |
| Reduce the stress of commuting to work | 36.1 | 31.8 | 21.6 | 7.4 | 3.1 | 3.90 |
| Have more time for myself | 22.9 | 28.5 | 21.3 | 18.1 | 9.3 | 3.38 |
| Have more time for my family | 24.3 | 35.4 | 23.7 | 12.3 | 4.2 | 3.63 |
| Have more flexibility | 36.3 | 46.7 | 10.3 | 5.3 | 1.3 | 4.11 |
| Feel safer than I would have felt working in the office | 50.8 | 26.5 | 15.0 | 5.6 | 2.1 | 4.18 |

*Note:* Mean scores on a scale from 1 (strongly disagree) to 5 (strongly agree). Percents and mean scores exclude N/A responses.

mean scores respectively), plus reduced mutual learning among employees (a mean of 3.56), showing that working remotely led to heightened strains in professional relationships and communication in the new, often virtual, pandemic work environment. A slight majority of the respondents also reported (54.5 percent—"strongly agree" and "agree") that remote work resulted in "different work duties" (3.31), a result that largely matched the survey data reported in the earlier section highlighting the disruption of work conditions following the onset of the COVID-19 pandemic. By contrast, the other negative social consequences of remote work were experienced to a lesser degree by the respondents. Most of them indicated that remote work neither led to the loss of visibility and career development (2.99), reduced motivation to work (2.78), nor reduced cooperation among employees (2.78). Even fewer respondents reported the other social costs of working from home in relation to reduced work output (2.58), lower staff commitment to their organization (2.53), and increased family conflicts (2.34). In sum, while the sudden shift to remote work across US academic libraries challenged technical services librarians and managers to deal with feelings of isolation and a lack of regular interactions with their colleagues, it seemed that such an uncertain, unprecedented work environment also produced an interesting set of newly found social benefits and work outcomes for them within a pandemic context, such as better work-life balance achieved with few changes in productivity and morale and more time to spend with their family at home.

## Discussion

The data reported in this paper provided a good snapshot of the pandemic experiences and perspectives of technical services librarians and managers across US academic libraries, and illustrated how the community responded to the challenges (and in some ways opportunities) created by the COVID-19 public health emergency. At the time of the survey (fall 2020), nearly all the respondents' institutions remained closed offering predominantly virtual classes, with some in-person classes like lab courses offered as needed. As faculty and staff worked remotely and students continued mostly to study online from their homes, academic libraries continued to find it necessary to adjust their operations to meet the needs of their remote users during these difficult times.

The survey found that more than one-third of the respondents' libraries had been designated as an essential service to stay open during the pandemic, likely reflecting their position as the campus intellectual center. Not surprisingly, however, normal library operations remained heavily curtailed, with little more than 15 percent of the libraries open onsite with regular hours at the time of the survey. COVID-19 restrictions also limited onsite access to print library materials severely, though substantially more so in research libraries. By contrast, while various forms

**Table 13.** Remote Work Social Costs/Benefits (*N* = 380–385)

| Working remotely led to ... | Strongly agree (%) | Agree (%) | Neither agree nor disagree (%) | Disagree (%) | Strongly disagree (%) | Score |
|---|---|---|---|---|---|---|
| Loss of professional interaction | 22.7 | 48.3 | 13.5 | 12.7 | 2.9 | 3.75 |
| Loss of social interaction | 32.3 | 52.6 | 7.7 | 6.1 | 1.3 | 4.08 |
| Reduced mutual learning among employees | 14.1 | 47.3 | 20.1 | 17.1 | 1.4 | 3.56 |
| Reduced cooperation among employees | 6.6 | 20.6 | 22.8 | 40.7 | 9.3 | 2.75 |
| Lower staff commitment to their organization | 3.2 | 11.4 | 35.0 | 36.1 | 14.3 | 2.53 |
| Loss of visibility and career development opportunities | 6.5 | 26.1 | 32.6 | 29.1 | 5.7 | 2.99 |
| Reduced motivation to work | 6.6 | 21.4 | 27.2 | 33.5 | 11.3 | 2.78 |
| More family conflicts | 4.0 | 10.7 | 24.1 | 38.1 | 23.2 | 2.34 |
| Lower work output | 5.3 | 18.6 | 24.1 | 33.2 | 18.8 | 2.58 |
| Different work duties | 11.6 | 42.9 | 18.3 | 19.3 | 7.9 | 3.31 |

*Note:* Mean scores on a scale from 1 (strongly disagree) to 5 (strongly agree). Percents and mean scores exclude N/A responses.

of staff-mediated access were implemented during the pandemic, delivery of library materials to users was notably much more prevalent in ARL libraries (a reverse 10-percent difference). For pandemic preparedness and risk management, while disaster plans had been in place at about half of the respondents' libraries, few felt that they were "extremely useful" in dealing with the COVID-19 pandemic and only about one-third saw them as "somewhat useful"—suggesting the limitations of most pre-existing library disaster plans (which had been designed largely to address emergencies like fire and water damage) in preparing for the magnitude of major public health emergencies like the one that shut down much of the nation in spring 2020. The finding that nearly one-third of the respondents were not sure whether their libraries had a disaster plan also suggested a need for regular communication of organizational disaster plans and appropriate training and exercises to enable more coordinated efforts in helping to build preparedness for emergency responses.

Regarding the work conditions and arrangements of librarians and staff in technical services, the authors found a series of interesting perspectives and challenges caused by the pandemic. These included arrangements of technical services work that could be performed remotely (or made possible to be performed remotely) and the necessary technical support. In the pre-pandemic environment, remote work had been rare for library technical services. The current study showed that about three-fourths (73.3 percent) of the respondents' technical services units generally had not allowed any remote work prior to the COVID-19 crisis or had allowed remote work only with special permissions/arrangements—results that clearly suggested the sheer magnitude of the pandemic's impact of remote work on academic library technical services (see table 6). One important question was that of technical infrastructure required to support the sudden shift to remote work, such as computer equipment, high-speed internet connection, and remote VPN access to library management systems. Although much of the needed support was made available at most libraries, according to the survey responses, it was also heartening to learn that for those lacking technology access and thus unable to work remotely, initially or later during the pandemic, some form of paid leave was made available by their institutions to help staff get through the crisis.

The new reality of remote work during the pandemic also led to some necessary adaptations in academic library technical services operations. The survey responses indicated that to minimize business interruptions and ensure service continuity, technical services units could continue regular responsibilities remotely or undertake comparable online work assignments. The finding that a significant percentage of the work technical services staff did remotely were their regular responsibilities suggests that many technical services responsibilities can be accomplished remotely. This will facilitate and support libraries' potential future flexible work arrangements for technical services units. The results of notable shifts to acquiring and processing e-resources also seemed to demonstrate the importance of having the flexibility and adaptability needed for crisis management. Additionally, as much of technical services work is tied to components and functions available in library management systems used locally, the survey found that newer cloud-based LSPs had distinct advantages in supporting

remote work during the pandemic, allowing librarians and staff seamless access and flexibility to work from anywhere with an internet connection. Not surprisingly, the survey data also showed a major shift of usage and acquisition from print to e-resources occurring since the pandemic started, which obviously was intended to meet the urgent needs of remote instruction across US campuses. At the same time, campus closures and the shift to remote learning hit academic institutions hard financially, and most of the respondents' acquisitions units experienced retrenchments in collections budgets due to the COVID-19 financial shock.

Not only did COVID-19 impact technical services operations, it also brought forth the potential for reshaping the internal culture of technical services work as more people started working remotely. In this regard, the survey data generally painted a picture of the respondents adjusting smoothly to working remotely in flexible and safe home office settings as the libraries were closed. In addition to feelings of personal safety and flexibility, other major benefits included not having to commute daily (e.g., reduced travel expenses and stress), improved work-life balance (e.g., more time to care for and spend with family members), more independence, and working in the comfort of the home. That no significant changes were felt in work productivity, motivation, or concentration could be taken as a positive sign that technical services librarians are able to continue their work as effectively in their homes. By contrast, the key downsides of remote work included feelings of isolation and reduced mutual learning, which were obviously heightened at a time when people had to handle uncertainty and anxiety surrounding the novel global pandemic while losing direct, normal communication in their regular office environments. Remote work clearly had the impact of forgoing the informality and integration among technical services staff that can only be possible by being onsite. Notably, however, new ways of working and communicating remotely did not seem to have adverse effects on the level of organizational commitment among the respondents. Considering the generally positive view of remote work experiences within the pandemic context, it hardly would be surprising if the lasting influence of the COVID-19 crisis will translate to some significant, long-term changes in the physical dimension of technical services work in US academic libraries, particularly as new technologies increasingly allow more work to be done remotely.

## Conclusion

The current study aimed to provide a contemporaneous snapshot of the effects of the historic COVID-19 pandemic on technical services operations in US academic libraries. While contributing significantly to understanding how they weathered unprecedented pandemic challenges engulfing the nation, this paper is not without limitations that are worth noting here, particularly from a methodological standpoint. Online questionnaires are arguably the simplest and most convenient vehicle for reaching a large voluntary sample of relevant respondents virtually; they served as a highly pragmatic approach in data collection particularly during the pandemic. However, a survey based on self-chosen participants might well be susceptible to several potential drawbacks, mostly notably a self-selection bias caused by the fact that the data might overly represent responses from those who decided to take part in the survey due to having strong opinions on the particular research topic being asked. Overcoming this methodological problem will require follow-up studies using other research approaches, such as qualitative data collection based on document analysis, interviews, and focus groups to collect a richer source of information on more granular, often subjective levels.

Additionally, it also will be imperative to conduct follow-up research exploring how the pandemic-induced work arrangements, often improvised without any prior preparation in the early days, will have lasting effects on post-pandemic technical services.[20] As colleges and universities return from pandemic-related disruption across the US, much of technical services work will likely revert to pre-pandemic conditions. However, some of the changes instituted during the pandemic could plausibly continue, enabling certain technical services tasks to be optionally performed remotely. One of the key questions for this future research, therefore, is how academic library technical services will incorporate the new ways of working on a sustainable basis after pandemic restrictions are lifted—after carefully evaluating and considering their effects on individual and team productivity. Additionally, it would be interesting to explore how the results of this current study compare with the pandemic experiences of technical services departments in non-academic libraries or those of other academic library units such as public services to identify commonalities and differences in their COVID-19 responses. Furthermore, future research is needed to better understand the causes of the differences that the survey data showed between ARL and non-ARL libraries in such areas as in-person access to library facilities, budgets cuts, and acquisitions formats.

In the wake of the historic public health crisis, another important topic worth exploring is how the COVID-19 experience can affect disaster preparedness in the post-pandemic future. One of the survey's key findings was the overall lack of business continuity plans that would have provided the framework and actionable steps for technical services units to respond to emergencies caused by deadly human pathogens. Humanity has experienced fateful encounters with three similar epidemics just within the last two decades, namely SARS (Severe Acute Respiratory

Syndrome), MERS (Middle East Respiratory Syndrome), and now COVID-19, not to mention even more deadly and contagious viruses like Ebola. The increasing frequency of pandemic risks seems to highlight the importance of developing or updating and informing contingency plans to prepare for continuity of operations in the event of future global health or other crises to achieve long-term organizational resilience.[21] A study of the types and aspects of contingency plans that proved effective during the current emergency would be highly relevant so that academic library technical services units will be able to apply best practices in disaster planning when the next global crisis occurs.[22]

While there are many methodological and future research questions that are worth exploring further, analysis of the survey results above clearly helps provide interested librarians and library managers with a baseline understanding of the pandemic's effects on technical services units in US academic libraries. Daily demands of COVID-19 response led to significant disruptions to normal operations while libraries worked to continue providing core functions and services, now often virtually, for their user communities. Clearly, one might argue that resilience, as revealed in the survey data, was a fundamental characteristic of the response of US academic library technical services to the pandemic. The survey data generally painted a picture of technical services librarians and support staff making determined efforts to continue performing as much of their pre-pandemic work as possible under the challenging circumstances. Obviously, the current study has only scratched the surface of the effects this historic public health crisis had on US academic library technical services units. Future research should collect systematic data for detailing and evaluating how they fared in the historic crisis while also tracking changes to technical services operations and management that have taken place in the aftermath of the pandemic experiences.

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15. Numbers presented throughout this paper may not add up to 100 percent due to rounding.
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## Appendix: Survey Questions

Q1. Where is your institution located? (Skip to Q2 if "United States" is not selected)

- United States
- Africa
- Asia
- Australia
- Europe
- Canada
- Mexico
- Central/South America
- Other

Q1a. In what state is your institution located?

Q2. Which best describes your institution?

- Doctorate-Granting University
- Master's College or University
- Baccalaureate 4-Year College or University
- Associates 2-Year College
- Special Focus Institution
- Tribal College
- Non-Academic

Q3. Is your institution public or private?

- Public
- Private

Q4. Is your library an ARL (Association of Research Libraries) member library?

- Yes
- No

Q5. Which best describes your current library management system?

- Cloud-based library services platform (e.g., Alma, WMS)
- Integrated library system (e.g., Aleph, Evergreen, Voyager)
- Other (please)

Q6. Please indicate your primary job function. (Check all that apply)

- Acquisitions
- Cataloging and Metadata
- Digitization and Preservation
- Electronic Resources
- Serials
- Other (please specify)

Q7. What best describes your institution's approach to offering classes during the COVID-19 pandemic in the fall of 2020?

- All in-person classes have been resumed
- In-person classes moved to online/remote instruction entirely
- Classes are held through a hybrid of in-person and online courses
- Other (please specify)

Q8. What best describes the current status of your on-site library operations for users?

- Library/all libraries open usual hours (Skip to Q10)
- Library/all libraries open but hours are now limited
- Library hours have expanded
- Other (please specify)

Q9. Have your library/libraries ever been designated to stay open in some capacity since the COVID-19 pandemic started because they are considered an "essential service"?

- Yes
- No
- Other (please specify)

Q10. What best describes the current status of access to print materials at your library for users? (Check all that apply)

- Access to print materials continues in person and is only onsite
- Access to print materials is staff mediated and onsite only
- Access to print materials is staff mediated and via delivery
- Access to print materials is staff mediated and via specified offsite pickup location
- Access to print materials is staff mediated and via digital reproduction requests
- Access to print materials has been suspended
- Other (please specify)

Q11. Was there a plan for disaster response/emergency management in place at your library before the COVID-19 pandemic?

- Yes
- No (Skip to Q13)
- Not sure (Skip to Q13)
- Other (please specify)

Q12. How would you rate the usefulness of the pre-existing applicable plan in dealing with a large-scale emergency such as the COVID-19 pandemic?

- Extremely useful
- Somewhat useful
- Neither useful nor useless
- Somewhat useless
- Extremely useless

Q13. Were technical services employees (except student workers) allowed to work remotely in your library before the COVID-19 pandemic started?

- Yes, remote work was allowed for all employees
- Yes, remote work was allowed for some classes of employees. Please specify (e.g., librarians)
- No, remote work was not allowed for any employees
- Other (please specify)

Q14. What best describes the current work arrangement in your technical services unit(s)?

- All employees have been required to work remotely
- Remote work has been allowed for all employees, but some have chosen and are allowed to work in the library
- Some classes of employees have been allowed to work remotely, while others have continued to work in the library
- All employees continue to work in the library (Skip to Q19)
- Other (please specify)

Q15. Has your institution provided computers and/or technology support (e.g., high-speed internet) for employees needing them at home to work remotely?

- Yes, to all employees in need
- Yes, to some employees in need
- No
- Other (please specify)

Q16. What best describes your library's policy on employees lacking access to computers and/or technology support at home for working remotely?

- Employees who cannot work remotely have not been required to work but have been paid
- Employees who cannot work remotely have been required to use vacation/sick time in order to get paid
- Employees who cannot work remotely have not been paid
- Employees who cannot work remotely have been required to work on-site
- Other (please specify)

Q17. For technical services employees in your unit(s) who have been asked to work remotely, please indicate the types of remote work assigned (in percentages adding to 100%).

- Remote work comparable to existing on-site duties (e.g., copy catalogers now handling e-books as opposed to print monographs)
- Remote work different in nature from existing on-site duties (e.g., copy catalogers handling print monographs now working on electronic resources management)
- Database cleanup tasks
- Working on/organizing department documentation
- No remote work available for them
- Regular job duties continued while working remotely
- Other (please specify)

Q18. Have your library management system presented any issues in supporting your remote work arrangements during the COVID-19 pandemic?

- No
- Yes (please specify)

Q19. What best describes the current status of your cataloging department operations?

- Cataloging/processing of physical items has continued as usual (Skip to Q21)
- Some cataloging/processing of physical items has continued while staff have partially shifted to handling more electronic resources
- All cataloging/processing of physical items has been suspended while staff have completely shifted to handling electronic resources
- Don't know
- Other (please specify)

Q20. Please tell us if any practice/workflow adjustments have been made due to the shift to handling electronic resources. (Check all that apply)

- No practice/workflow adjustments needed to be made for staff
- Additional training had to be given to staff to handle e-resources
- Guidelines and procedures for handling electronic resources had to be created anew for remote work
- Existing guidelines and procedures for handling electronic resources had to be revised for remote work.
- Some staff were not equipped or trained to catalog remotely, resulting in a cataloging backlog
- Don't know
- Other (please specify)

Q21 What best describes your library's approach to acquiring new resources in response to the COVID-19 pandemic?

- Has completely shifted to acquiring materials from physical to electronic format
- Has partially shifted to acquiring materials from physical to electronic format but still continues to acquire some print resources
- Continues to purchase print and electronic resources, with no shifts from previously designated budgets
- Don't know
- Other (please specify)

Q22. What best describes your library's budgets situation since the COVID-19 pandemic started?

- Our materials budgets have not been affected
- Our materials budgets have been partially decreased
- Our materials budgets have been completely taken away
- Our materials budgets have been increased to support online learning/teaching/research needs
- Don't know
- Other (please specify)

Q23. What best describes your current acquisitions workflow?

- We have a cloud-based library management system. We continue the normal workflow except it's done remotely.
- We do not have a cloud-based library management system. We continue the normal workflow via VPN access to workstations at work.
- We do not have a cloud-based library management system. With no VPN access to workstations at work, we continue our ordering through vendors' platforms, but order records have not been created in the local integrated library system.
- We do not have a cloud-based library management system. With no VPN access to workstations at work, we have temporarily suspended our acquisitions activities.
- Don't know
- Other (please specify)

Q24. Working remotely during the COVID-19 pandemic has allowed me to . . . (Select from: strongly agree, agree, neither agree nor disagree, disagree, strongly disagree, n/a)

- Have more control over my work environment
- Have more independence
- Save money (e.g., commuting expenses)
- Help with caring responsibilities (child/elder/pet/other)
- Get more work done
- Work with greater concentration
- Stay motivated
- Reduce the stress of commuting to work
- Have more time for myself
- Have more time for my family
- Have more flexibility
- Feel safer than I would have felt working in the office.

Q25. Working remotely during the COVID-19 pandemic has led to . . . (Select from: strongly agree, agree, neither agree nor disagree, disagree, strongly disagree, n/a)

- Loss of professional interaction
- Loss of social interaction
- Reduced mutual learning among employees
- Reduced cooperation among employees
- Lower staff commitment to their organization
- Loss of visibility and career development opportunities
- Reduced motivation to work
- More family conflicts
- Lower work output
- Different work duties

# "He Lied to the People, Saying 'I Am Nebuchadnezzar'"

## Issues in Authority Control for Rebels, Usurpers, Eccentric Nobility, and Dissenting Royalty

Gabriel McKee

*Current cataloging guidelines for creating name authority records (NARs) for royalty and nobility assume that an individual's claim to a royal title is clear and unambiguous. In the case of historical rebels, usurpers, and eccentrics who claim royal titles for themselves, however, the guidelines are not so clear. When we attempt to describe people and places from a disputed past, we actively enter into their struggles for power, but descriptive cataloging standards such as Resource Description and Access (RDA) do not address the question of the legitimacy of a claimed title. Fortunately, recent scholarship on self-determination in NARs for living creators and subject terminology for contested political jurisdictions can help to develop more ethical practices for historical names of ambiguous legitimacy. This paper uses Nidintu-Bēl/Nebuchadnezzar III, a rebel against the Achaemenid emperor Darius I named in the Behistun inscription (6th century BCE), as a case study to establish best practices for the identity management of historical representatives of dissenting royalty.*

Carved into the cliff face of the mountain of Behistun, overlooking the plain of Kermanshah in western Iran, is a massive and historically important relief sculpture. The Behistun inscription—also called the Bisitun, Bisotun, or Bisutun Inscription—recounts the tumultuous events of an early phase of the Achaemenid Empire. The image depicts Darius I, a major figure in the empire's history, standing before a procession of nine figures, bound as prisoners; a tenth is beneath the king's foot. Above him is a sun disk bearing the god Ahura Mazda; behind him are two anonymous figures bearing a bow and lance.

Created shortly after the first year of his reign, the Behistun inscription describes Darius's rise to power in the years 522-519 BCE. Over the preceding decades, Cyrus the Great extended his power enormously, conquering the Babylonian and Egyptian empires and, at his death in 530 BCE, leaving behind the largest single empire in history. The death of his son and successor Cambyses II in 522 BCE led to a chaotic period that is poorly recorded in the extant historical sources.[1] From this turmoil emerged Darius, who participated in the assassination of one of Cambyses' successors and established himself as King of Kings. Darius soon faced a series of rebellions against his rule from all corners of

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the empire established by Cyrus. The Behistun inscription commemorates his stamping out of these rebellions, each represented by one of the prisoners before Darius in the inscription's relief. Each figure is accompanied by a label, designating each as a liar who falsely proclaimed himself a king: "This is Ashina who lied, 'I am king of Elam'… This is Nidintu-Bēl who lied, 'I am Nebuchadnezzar, a son of Nabū-na'id… This is Fravartish who lied, 'I am Khashatreti, a descendant of Cyaxares'."[2] A more detailed account of Darius's first year accompanies the image in three languages (Elamite, Babylonian, and Old Persian). Over two millennia after it was carved, this trilingual inscription was vital to the decipherment of cuneiform, and has been compared to the Rosetta Stone.[3]

Darius's inscription is vitally concerned with the question of truth and falsehood. As Briant explains, Darius places himself beyond reproach: he "presents himself as a man who does not lie and who has never lied, and he guarantees it by invoking Ahura-Mazada (§§56-58). The lie (*drauga*) is implicitly opposed to the truth (*arta*), and both terms belong equally to the political and the religious domain—if indeed Darius and his people could ever have distinguished and separated the political from the religious."[4] Darius, as the emergent victor from a period in which "Falsehood grew greatly in the land," represents god-sanctioned Truth.[5] His victories are not mere military ones, but victories of truth over falsehood. The assassination that propelled him to power was not of a legitimate king, but of an impostor. Throughout the text of the inscription, Darius presents the "real" names of those who rebelled against them, and the "false" names and lineages that they adopted for themselves. (Ironically, Darius justifies his own right to the throne with a somewhat dubious claim of succession from Teispes, founder of the Achaemenid dynasty).[6] Moreover, the chronology of Darius's victories is also unclear: he seems to have shifted dates to be able to claim that he suppressed all of the revolts against him within a single year. An exception is the final figure on the relief, the Saka chief Skunkha. This late addition to the image represents a military victory in 519 BCE, likely about two years after the remainder of the image and text were completed.

Though they are depicted in uniform imprisonment, the nine rebels standing before Darius in the Behistun relief represent a variety of types of revolt. Several of the rebels he claims to have defeated do not seem to have been able to raise an army, potentially limiting the status not only of their claims to kingship, but of their status as proper rebels as well. But at least one figure—Nidintu-Bēl, alternatively named Nebuchadnezzar III of Babylon—seems to have been recognized as monarch in his homeland for several months.[7] Documentary evidence from Babylon suggests that he held power from October-December 522 BCE, and he commanded an army that represented a real challenge to Darius's power.[8] The inscription itself describes this upstart's success in achieving power in Babylonia: "The Babylonian people, all (of them), went (over) to that Nidintu-Bēl; Babylonia became rebellious, (and) he seized the kingship in Babylonia."[9] But with its emphasis on the lying nature of Darius's opponents, the Behistun inscription is designed to leave us in doubt, and the paucity of reliable historical sources on this tumultuous period gives us little with which to resolve it.

Darius's declaration that each of the leaders he defeated was a "liar" extends beyond their claim to political power: it extends to their very names. Thus, the Behistun inscription raises an interesting question for authority control and identity management. The 2008 publication of *Nebukadnezar III/IV* by Jürgen Lorenz, which seeks to bring together all of the surviving textual sources for the period of revolt symbolized in the Behistun inscription by Nidintu-Bēl/Nebuchadnezzar III and Arakha/Nebuchadnezzar IV, gives us literary warrant that now requires a resolution.[10] Given that the question of a true or legitimate name is a central issue in struggles for royal power like those depicted at Behistun, in selecting a preferred name for a name authority record for a historical rebel, the cataloger is, by definition, revisiting the question of these claims to legitimacy. For the purposes of this paper, the focus is on Nidintu-Bēl/Nebuchadnezzar III.

This rebel's claim to be a son of Nabonidus—the final king of Babylon before Cyrus's conquest—was almost certainly false, and yet he actually held some degree of power in Babylon, however briefly. Should the cataloger therefore accept his title as legitimate, and choose Nebuchadnezzar III as his preferred name? If not, should the claimed title be used as a variant name? This historical conflict is a question of preferred names, and by settling on an answer, the cataloger chooses a side. The Behistun Inscription illustrates the connection between names, naming, and power. As bell hooks noted: "the privileged act of naming often affords those in power access to modes of communication and enables them to project an interpretation, a definition, a description of their work and actions, that may not be accurate, that may obscure what is really taking place."[11] Sandberg notes that cataloging librarians participate in these power dynamics:

> [Names] might be tied to painful histories of colonialism, enslavement, or government naming policies…. Catalogers who do personal name authority work are often in a position to actively seek out these stories, to decide which stories to include in an authority record (with some stories represented explicitly and others only hinted at), and sometimes to tell a story of their own within an authority record. This gives catalogers a very specific type of power over the people they describe, which comes

> with ethical questions. What considerations should catalogers take when they encounter a story about a name that is told by somebody other than that person?[12]

When we attempt to describe people and places from a disputed past, we actively enter into their struggles for power. And yet, though we engage actively with these questions of power and legitimacy, the existing rules for the names of kings in the current (July 2021) release of Resource Description and Access (RDA) provide little guidance regarding these questions. Fortunately, recent scholarship on self-determination in name authority records (NARs) for creators and subject terminology for contested political jurisdictions can help to develop more ethical practices for historical names of ambiguous legitimacy.

## Literature Review

The question of the nature and origins of political legitimacy is a complex topic, and a thorough discussion of it is outside the scope of this paper. Modern discussion of the subject begins with Weber's tripartite division of sources of political authority into 1) rational or legal; 2) traditional; or 3) charismatic.[13] Weber's model has been the subject of debate, but what matters for the purposes of this paper are not the specific sources of authority so much as the process by which a claim to power is legitimized. Duyvesteyn notes that "Legitimacy seems to be a concept that only appears as an interesting topic for discussion when there is an apparent lack of it, or there is a perceived crisis of legitimacy. Otherwise legitimacy in its many shapes and guises is most of the time taken for granted."[14] Kasfir identifies the three defining characteristics of "rebel governance" as "territorial control, a resident population, and violence or threat of violence."[15] Seymour, speaking specifically of the separatist region of Kosovo, takes a descriptive rather than a normative approach, emphasizing the importance of recognition by external political entities using "a tipping model," in which a certain amount of external recognition culminates in a "tipping point" of legitimacy.[16] This is the approach taken by this paper, looking in particular at those who have failed to meet the requirements of legitimacy or governance as defined by Weber and Kasfir, being unable to create a sustainable claim to rule or to reach the crucial tipping point of recognition.

The question of royal titles is little explored in the literature on authority control. However, recent emergent topics in the field are related to the question. Two main areas of overlap are geographic names for disputed territories, and self-identification of authors from marginalized groups. The question of the role of text string headings in a linked data catalog environment also bears consideration.

### Geography

The selection of geographical headings for disputed geographic territories has become a topic of particular interest in recent years, largely due to the annexation of the Crimean Peninsula by the Russian Federation in 2014. In a 2019 paper, Hostage detailed the problematic role of the Library of Congress (LC), as a government body, in determining terminology for regions where the US government does not recognize the legitimacy of the government administering the territory.[17] This creates a problem when facts on the ground—for example, the reorganization of the administration of the Crimean Peninsula following its annexation by Russia—do not align with US recognition of sovereignty. According to the State Department, Ukraine rightfully controls the peninsula, but the area is now administered by the Russian government, and this administration, legitimate or not, has created laws and other publications that require cataloging. In 2014 a new NAR was created for "Crimea (Territory annexed to Russia, 2014-)." Though the heading avoided taking sides in the conflict over the territory and sought simply to describe the publications at hand, LC canceled it, leaving no valid heading for works issued by the Russian governmental body currently administering the region. Similar issues occur in places like the country formerly known as Burma, which was renamed "Myanmar" by its military government in 1989. The US government does not recognize the name, despite it being the name now most commonly used by its residents and its administering government. Hostage argued that, in the case of Myanmar and similar regions, "It is time to free libraries from U.S. foreign policy and use the name by which the country is nowadays most commonly known."[18]

Holloway has been similarly critical of the available subject terminology for the Southern Levant, finding that "LCSH does not contain the terms that Palestinians would choose to describe their history, geography, or culture."[19] He notes that, though LC has a global role and shapes scholarly discourse both within the US and internationally, it remains, in many key respects, beholden to the US government's foreign policy interests. In particular, Holloway finds that references to Israel's occupation of territories outside its pre-1967 borders are largely absent from LCSH. Holloway describes the terminology and records present in LCSH as "artificially neutral" and reflecting a "disingenuous apoliticism."[20] In the face of an increasing consensus that "cataloging is not a neutral act," these attempts at neutrality in geographic headings for places in the Southern Levant and other politically contentious regions instead serve to reinforce the claims of the occupying military force and fail to reflect geopolitical realities. [21]

Hughes has explored the colonialist nature of geographic headings for Kurdistan, a region of Upper Mesopotamia.

She criticized existing headings that treat Kurdistan, a transnational region, as a subset only of the modern states that control its territory (Turkey, Iraq, and Iran): "This ahistorical description assumes Kurdistan to consist of parts of nation states that were not in existence during the Ottoman and Persian Empires, and reproduces a 'methodological nationalism' that naturalizes the category of nation-states as the main units of analysis."[22] With the division of these empires, Hughes noted, "the possibility of Kurdistan disappeared from the map, and the Kurds experienced new periods of political subjugation."[23] Notably, part of this subjugation pertains to the names of places. Hughes specifies the town of Dersim, renamed "Tunceli" by the Turkish state authorities; the former name is used by residents, but the latter name, being the official, state-sanctioned toponym, is privileged in the town's authority record.[24] Adopting methodologies from the movement to decolonize subject terminology describing the Indigenous peoples of the Americas, Hughes favors approaches that invert the colonial structure of these headings, identifying the various state-controlled regions of Kurdistan not as subsets of the nation-states that control them, but as occupied portions of a greater marginalized region; and consulting Kurdish scholars to determine ethical headings that best represent the self-determined terminologies used by the people and places described in the authority file.[25]

A 2015 paper by Duarte and Belarde-Lewis provided a number of guidelines and concepts to govern postcolonial cataloging practice that apply to both geographic and personal name authority records.[26] Duarte and Belarde-Lewis identified the methods by which the library catalog perpetuates the segregation and colonization of Indigenous peoples, including "misnaming, or using Western-centric terms to describe Indigenous phenomena… [and] emphasis on modern nationalist periodization, inclusive of the notion that history as it is written by the colonizers cannot be changed."[27] These practices result in "re-mapping territories, re-writing histories, re-inscribing institutions, re-classifying sovereign peoples as citizen subjects, and re-naming individuals and phenomena to cohere within dominating epistemologies."[28] In opposition to this, Duarte and Belarde-Lewis propose techniques of *imagining*, defined as "creating figurative and literal spaces for the work of building, analyzing, and experimenting with Indigenous knowledge organization," based on the methodologies of "envisioning, and discovering the beauty of our knowledge."[29] Through this practice of imagining, "we can better appreciate practices that more accurately and precisely name, describe, and collocate historically subjugated knowledge."[30] This imagining process can help bring library practice into closer alignment with the principle of self-description stated in ICP 2.3 (discussed below).

Though Duarte and Belarde-Lewis, Hughes, Holloway, and Hostage write of very particular geopolitical locations and colonial regions, many of their ideas apply just as much to the ancient past, the received history of which can represent a "dominating epistemology" every bit as all-encompassing as colonialism. Our library subject terminology and naming practices for the past often present history as something fixed, determined, and dominated by imperial powers. Library subject vocabularies and naming convention practices represent an area of cataloging practice ripe for liberation from epistemologies of repression.

## Naming Practices

Wiederhold and Reeve identify ethical authority control practice as a key trend in authority control today.[31] Recent literature on name authorities has reflected a growing consensus in the cataloging community that authors should have more power of self-determination over the content of name authority records that describe them. (Though this conversation has occurred in numerous venues, a concentration of views on the topic appear in the 2019 volume edited by Sandberg, *Ethical Questions in Name Authority Control*).[32] This consensus has grown out of critiques from two primary approaches that have converged toward a single solution of greater authorial self-determination: name authority records for transgender and gender non-binary people, and for Indigenous people.

The gender critique of RDA largely began with a 2014 article by Billey, Drabinski, and Roberto, though it has precedents in the work of Olson and Berman.[33] Billey, Drabinski, and Roberto critiqued RDA rule 9.7's suggestion that catalogers should "describe the gender of the author as part of the project of constructing access points and relationships between bibliographic entities," rendering binary gender a reified and static category that all individuals with an NAR must be fit into.[34] Notably, the authors also raised the possible harm caused by an NAR "outing" transgender persons. This paper resulted in the Program for Cooperative Cataloging (PCC) charging an Ad Hoc Task Group on Gender in Name Authority Records, which submitted a 2016 report containing suggestions for better ways to address gender in NARs, including expanding the suggested terminology for gender to incorporate terms for transgender and non-binary people, and for catalogers to consider "the potential for… information to harm the [person] through outing or violating the right to privacy" and the question of whether the individual "consents to having this information shared publicly."[35]

Since the publication of this report, the literature on NARs for transgender and non-binary people has expanded. In a 2016 paper, Thompson proposed a shift toward greater authorial control over data in NARs, shifting to a system "where authors have the agency to self-describe their own experiences to whatever extent they wish."[36] More recently, Adolpho critiqued the PCC report from a transgender

perspective, similarly calling for greater agency, self-determination, and direct control over NARs by the people they describe: "Of the task group's recommendations, the only guaranteed ethical way to record information about someone's gender in their NAR would be after direct communication in which an individual explicitly states their gender and desired terminology, fully knowing where this information will be recorded and used. Every other option contains the possibility of outing, deadnaming, and misgendering transgender and gender diverse people."[37] Cohen critiqued the report's Anglocentrism, citing examples from Hebrew-language literature, which marks gender differently than English, resulting in gender self-identifications not accounted in the PCC task group's report. Billey's approach to the topic has developed, and in a 2019 paper she noted that "catalogers presume that they are recording facts about the person, but there are plenty of places in an authority record where judgment or biases may creep in and potentially cause harm for the individual being described."[38] Billey called for a return to a simpler, pre-RDA type of authority record that focuses more on entity names themselves than entity attributes like gender, governed by the principles of simplicity (rather than the more expansive data recorded under RDA rules) and minimizing potential harm, and leaving more complex data collection to bibliographies, encyclopedias, and linked data projects that enable greater nuance and more authorial input.

More generally, Shiraishi has raised the question of "accuracy" of data recorded in NARs, noting that this term has different meanings in different contexts:

> But what exactly is 'accurate information' about a person's identity? Is it (a) as close as possible to how society as a whole perceives that person? Or is it (b) as close as possible to the role that person plays in the specific literary or academic community? Or is it (c) as close as possible to how one perceives oneself (or how one requests the society to perceive oneself)?[39]

This question of self-identification versus societal identification has a direct bearing on the question of legitimacy that dissenting royalty raise. Speaking specifically of authors of zines, but with a principle relevant to many different types of person, Fox and Swickard approach authority work from the standpoint of an "ethics of care": "The real shift that needs to happen is training NAF contributors to reframe their approach to information, shifting their perspective from considering only the information seeker to considering both the information seeker as well as the subject of the information at hand…. Catalogers… should take the time to recognize and empathize with the persons that information [in an NAR] is describing."[40]

Approaches that call for authorial input and self-description rely on the active participation of a living subject. An approach for a historical person is described in a paper by Wagner concerning Joe Carstairs, a gender nonconforming boat racer active in the 1920s.[41] In the case of a historical person, it may not be possible to obtain personal input into the content of an NAR. Wagner proposes NARs that encompass multiplicities of identities, rather than focusing on a single, "real" one: "To catalog queer identities with multiplicities of possible identities cannot be a discussion of this *or* that identity. It has to embrace the possibility of this *and* that *but also maybe even* this identity. This ambiguity is necessary and it means looking to cataloging and authority as a far less fixed process."[42] Wagner's multiple approach to authority work suggests a path forward for dissenting royalty, whose ambiguous legitimacy resembles, in many respects, the ambiguous gender categorization of figures from the past like Carstairs.

Similar critiques of existing practices for name authority records have emerged in connection with headings for Indigenous persons. Indigenous approaches to knowledge organization have been used since the development of the Brian Deer Classification Scheme in the 1970s.[43] More recently, name authority control is an area of growing concern. Exner, Little Bear's 2008 paper "North American Indian Personal Names in National Bibliographies" is a pivotal moment in the conversation.[44] The author described Indigenous American approaches to naming, including two concepts—name sequence and name set—that are poorly accounted for by Western authority cataloging standards, and details numerous examples within LCNAF and other national bibliographic databases indicating a variety of interpretations of how Indigenous names should be incorporated into a name authority file.

Elzi and Crowe's 2019 paper calls for greater incorporation of non-Western languages in NARs, particularly variant and/or preferred names that reflect the names of Indigenous people in their own languages: "Our goal is… to break down barriers, resulting in an open system that allows for recognition of Indigenous names for indexing, discovery and retrieval by all levels of scholarship and research."[45] This relates to the question of self-determination that has emerged in discussions of transgender and gender diverse people. Explorations of specific issues in name authority records for both individuals and communities include 2020 papers by Amey on Māori names and Hobart on demographic terminology for Indigenous authors.[46]

## Linked Data

A final trend bears consideration: the growing use of linked data in resource description. An extreme view of the possibilities of linked data proposed in Niu's 2013 paper

suggested that, in the near future, linked data will completely replace name authority cataloging: "Globally unique IDs will replace authorized headings and will be recorded in the bibliographic records along with the names of the agents carried by the resource being cataloged. Since no authorized headings will need to be created, current rules for choosing and formulating authorized headings can be eliminated."[47] While it is true that the issue of disambiguation can largely be solved by using unique identifiers, the fact that identifiers need human-readable labels means we will still need to think about names, and especially about choosing between multiple names. It is worth keeping in mind that, though the linked data focus is shifting to "things not strings," Elzi and Crowe indicate that more options for text strings are precisely what many authors from Indigenous and marginalized communities want. Rather than eliminating text strings in favor of identifiers, the authors call for a multiplicity of text strings, expanded display of variant spellings, pronunciation information, and identification of name components—namely an expanded amount of contextualizing textual information.[48] Even in a linked data environment, text strings are needed for searching and display, and our current, limited textual information is inadequate to meet the needs of Indigenous creators, researchers, and library users. Rather than linked data replacing authority cataloging, authority cataloging should grow to incorporate linked data methodologies—but this does not mean eliminating entity description and abandoning the ethical responsibilities that it entails. This need is better expressed in Zhu's 2019 paper, which combines the linked data shift to unique identifiers rather than human-readable text strings with an increased focus on identity management.[49] Zhu notes several factors in identity management that enable greater participation from described entities in creating and maintaining the metadata associated with their identifiers, including increased input from communities outside the library and incentives for researchers and authors to create their own identifiers early in their careers.[50]

## Research Method

In the following sections, the author explains use of terminology and relevant cataloging rules and principles as applied to ambiguous royalty.

### Terminology

In this paper, an original typology of three kinds of ambiguous royalty is used:

- *Rebels* are individuals who declare themselves as heads of state in opposition to more widely recognized kings or emperors, generally claiming dominion over a smaller part of a larger political body. This can be either a revival of a superseded or subsumed state, or a declaration of a new state.
- *Usurpers* are individuals who claim an existing royal title and position held by another who has a more widely recognized claim to the title.
- *Eccentric nobility* or *royalty* refers to individuals with no documentable claim to an existing past or present royal dynasty who claim a title for themselves that has not previously existed, and that is not recognized by any nation, state, or government.

Collectively, all these types of royalty will be referred to as *dissenting royalty.* Though there is a great deal of variety in the details of the monarchs and nobles within this umbrella category, the unifying factors are the *ambiguous legitimacy* of their claims to royal status and their *failure to achieve sustainable rule.*

Two additional, related terms are outside of this typology, but bear mentioning. *Pretender to the throne* is a general term that can apply to either a rebel or a usurper, and given its generally derogatory sense, it will not be used. *Self-proclaimed royalty* refers to those who claim a new title that *do* become recognized by a nation or other governments. Examples include Napoleon Bonaparte and Zog I, King of the Albanians. In general, because they become recognized heads of state, self-proclaimed royalty reach the "tipping point" of legitimacy. Thus they are unambiguously accounted for in existing cataloging rules and practice, and are outside the scope of this paper.

### Relevant Cataloging Rules and Principles

There are several areas of RDA that provide information about how to proceed with selecting a preferred form of name for an individual who is identified as royalty. Although RDA is very clear about the order of elements in a name, it remains silent on establishing the legitimacy of a claim to a royal title. The general guidelines for selecting a name point toward choosing "form of name most commonly found in resources associated with that person… [or] a well-accepted name or form of name."[51] However, the question of what is "commonly found" and the guidance to refer to information from associated resources provides no guidance for a name for which many or all of the information sources reflect bias against the person and their self-identification. RDA 0.6.7 ("Recording Attributes of an Agent") refers to "Title of the person (a word or phrase indicative of royalty, nobility, ecclesiastical rank or office)" and "Title of the person (another term indicative of rank, honour, or office)," but without guidance on how to identify the reality or legitimacy of the title claimed. The most directly applicable section,

9.2.2.20 ("Names of Royal Persons"), does not comment on the question of establishing legitimacy, focusing instead on identification: "If the name by which a royal person is known includes the name of a royal house, dynasty, territorial designation, etc., or a surname, record the name in direct order. Record titles by applying the instructions at 9.4.1.4."[52] The cited section, "Titles of Royalty," includes a reference to the question of authority in 9.4.1.4.1 ("Person with the Highest Royal Status within a State, etc."). A footnote to the instruction to record both the title and the name of the state or people adds: "Persons with highest status are kings and queens, emperors and empresses, and persons with other titles that indicate such a status within a state or people (grand-dukes, grand-duchesses, princes, princesses, etc.). **Rank is the only determining factor in applying these instructions. The degree of authority or power is not a factor**."[53] This could be interpreted as an indication that no authentication of legitimacy is needed, and that a claim to a royal title—with or without a degree of authority or power—justifies the inclusion of a royal title in an NAR. The presumed case represented by this note is a situation wherein a monarch is a figurehead or a ceremonial position—essentially the opposite of a usurper—but the phrasing of the note could be applied in either case.

A different picture emerges, however, from 9.2.2.13 ("Surnames of Former Members of Royal Houses"), which suggests what to do when a royal title has been revoked or otherwise rendered null: "For a member of a royal house no longer identified as royalty (e.g., the house is no longer reigning or the person has lost or renounced the throne), record a name containing a surname (or a name that functions as a surname)."[54] This suggests that, where a royal title is revoked by whatever societal body had previously given it, the cataloger should similarly revoke it.

Other areas of RDA further emphasize this question of identification, pointing toward the form of the name found in the resources being cataloged—but, again, without reference to the possibility of bias in those resources. However, several other guidelines lead us to privilege the self-identification of the individual being described. 9.2.2.4 ("Recording the Preferred Name"), for example, instructs: "If a person's preference is known to be different from normal usage, follow that preference when choosing the part of the name to be recorded as the first element."[55] Similarly, 9.2.2.8 ("Individuals with More Than One Identity"), points toward the use of the name used by the individual, rather than any name(s) used by their opponents: "If an individual uses only one pseudonym and does not use his or her real name as a creator or contributor, choose the pseudonym as the preferred name." Surely, the preference of a rebel king would be to be identified by a regnal name, and Nidintu-Bēl/Nebuchadnezzar III's own administration used his regnal name rather than his birth name in documents issued during his brief rule.

An important governing principle from the *Statement of International Cataloguing Principles (ICP)* was issued by the International Federation of Library Associations and Institutions (IFLA) in 2016. ICP 2.3 states: "Controlled forms of names of persons, corporate bodies and families should be based on the way an entity describes itself."[56] RDA guidelines should be interpreted through the lens of the ICP's emphasis on self-description. However, the question of establishing the legitimacy of a claim to a royal or noble title is not addressed in IFLA's *Guidelines for Authorities and References (GARR)*.[57] Similarly, establishing legitimacy is not addressed in IFLA's *Functional Requirements for Authority Data (FRAD)* or the Name Authority Cooperative Program (NACO)'s *NACO Participants' Manual* (where titles of nobility are considered under the heading "Other attributes of a person or corporate body").[58]

Much of the language concerning titles of royalty and nobility is essentially the same as what appeared in the Anglo-American Cataloging Rules, second edition (AACR2). For example, the language of the RDA footnote concerning rank versus power or authority is virtually identical to a similar note in AACR2 22.16A1.[59] As in RDA, GARR, FRAD, and the NACO Participants' Manual, AACR2 makes no reference to the legitimacy of a royal, ecclesiastical, or noble title. The primary difference is AACR2 section 22.2C, concerning a change of name, which makes reference to "a person who has acquired and become known by a title of nobility."[60] However, there is no reference to what constitutes the acquisition of such a title.

Little further insight into the question of royal legitimacy is provided in the major guidebooks to authority cataloging. *Maxwell's Guide to Authority Work* does not address the issue, focusing instead on the question of the "commonly known" form of the name.[61] Clack's *Authority Control* raises the issue of usage of the name, raising the possibility of a claimed title as well as a widely-recognized one: "If the entry element of the name in the heading is a title of nobility that *the person uses* in place of her or his own surname, a *see* reference should be made from the person's surname to the title."[62]

## Dissenting Royalty: Example Records

Combining RDA's limited guidance with the emerging preference for self-identification in recent literature, a best practice for dissenting royalty becomes clear: those who claim royal titles should receive NARs containing those royal titles, if not as a preferred form, then certainly as a variant form. Examination of some examples shows that this has not been the practice adopted for all those who have claimed a throne. The following examples demonstrate that no one approach has been used in creating NARs for

dissenting royalty. The individuals discussed below were chosen because (1) they are the subjects of works published within the last fifteen years, and (2) they each represent a different approach to how claims to authority are treated. The changes suggested here are not intended to instill "neutrality," but rather to give a more complete picture of the disputes over names and titles, and to increase the subjects' self-representation in the forms of name included on their NARs.

### Pescennius Niger

The year 193 is known as "the Year of the Five Emperors" due to a power struggle in the Roman Empire. Following the assassination of Commodus on New Years' Day, Pertinax was named Caesar, but he was assassinated a mere three months into his reign. His successor, Didius Julianus, met the same fate after only a few weeks. In the aftermath of these three assassinations, Septimius Severus claimed the throne, but he found a rival in Pescennius Niger, Governor of Syria, whom the legions of Syria had declared Caesar at the same time. Niger had the support of several of the eastern provinces and their armies. Clodius Albinus was appointed co-Caesar with Septimius while the latter pursued war against Niger, defeating him in May. Niger controlled the eastern provinces and minted silver coinage there, but never extended his power further west than Byzantium.[63] He was the one of the subjects of an exhibition catalog published in 2021.[64]

Pescennius Niger's NAR (OCLC ARN 9961342) was created under RDA rules in 2014. The preferred name in the record grants him the title given to him by the legions of Syria:

> $a Pescennius Niger, $c Emperor of Rome, $d -194

The title also appears on both variant forms of his name:

> $a Niger, Pescennius, $c Emperor of Rome, $d -194

> $a Gaius Pescennius Niger Augustus, $c Emperor of Rome, $d -194

The NARs for three of the other four emperors in 193 also include the title:

> $a Pertinax, Publius Helvius, $c Emperor of Rome, $d 126-193

> $a Didius Julianus, $c Emperor of Rome, $d 137-193

> $a Severus, Lucius Septimius, $c Emperor of Rome, $d 146-211

There is currently no NAR for Clodius Albinus, but if one is created, it should likely follow the same pattern as that of other recognized Emperors of Rome.

### Clement VII (Robert of Geneva)

In 1309, the seat of the papacy was moved from Rome to Avignon in Southern France. Pope Gregory XI returned to Rome in 1377, but when he died shortly thereafter, there was dispute over the choice of his successor. On April 8, 1378, the College of Cardinals at Rome elected Bartolomeo Prignano as Pope Urban VI. He soon alienated his court, however, and on September 20, thirteen of the College's sixteen cardinals met to elevate Robert of Geneva as Pope Clement VII, initiating a period known as the Great Western Schism. Clement returned to the papal palace at Avignon, initiating a period during which the church had two (and later even three) simultaneous popes, each supported by different factions within Christendom.[65] He was the subject of a book published in 2021.[66]

Clement's authority record (OCLC ARN 438660) was created in 1980 and was updated to RDA in 2013. The preferred form of name in the record takes the side of his opponents:

> $a Clement, $b VII, $c Antipope, $d 1342-1394

The variant forms are his given name:

> $a Robert, $c de Genève, $d 1342-1394

> $a Robert, $c of Geneva, $d 1342-1394

Clement was recognized by a significant portion of the Catholic Church. However, the headings for Clement and his direct successors at Avignon adopt the Roman Catholic designation of "antipope," certainly not a title that they would have claimed for themselves. This term, which could be considered pejorative and is certainly not neutral, currently appears in the preferred form of name on fifteen NARs for figures in the history of the Catholic Church. The term "antipope" should not be used in preferred forms of name on NARs, and should be replaced with a non-pejorative term, or simply the title used by these figures and their followers—"Pope." If disambiguation is needed—such as the distinction between the Avignon pope Clement VII and the later Roman pope with the same name and regnal number—a more descriptive, modified title as "Pope (Avignon)" could be introduced. This would serve to disambiguate "Clement, VII, Pope (Avignon), 1342-1394," from both

his immediate rival "Urban, VI, Pope, 1318-1389" and the later-named "Clement VII, Pope, 1478-1534."

### James Francis Edward Stuart ("The Old Pretender")

In 1688, the Catholic King James II of England was deposed by his Protestant daughter, Mary II, and her husband William III of Orange, an event that became known as the "Glorious Revolution." James II went with a small number of supporters into exile in France, under the protection of Louis XIV. Upon James' death in 1701, his son James Francis Edward Stuart claimed the titles and regnal numbers of King James III of England and King James VII of Scotland. His supporters, known as Jacobites, staged a series of uprisings throughout the first half of the eighteenth century that intended to restore his line to the English and Scottish thrones (James's son Charles Edward Stuart claimed the title and regnal number King Charles III; the line ended with the death of his brother Henry in 1807). In addition to the Jacobites, the French crown also recognized James as the rightful king of England and Scotland, until the Treaty of Utrecht in 1713 obligated its recognition instead of the Succession of Hanover.[67] He was the subject of a book published in 2019.[68]

James Stuart's authority record (OCLC ARN 64329) was created in 1980 and updated to RDA in 2013. The preferred name in the record is his recognized title of Prince of Wales:

$a James, $c Prince of Wales, $d 1688-1766

Variant forms reflect his recognized Continental title (and variant spellings thereof):

$a St. George, $c chevalier de, $d 1688-1766

And the fuller form of his name:

$a James Francis Edward, $c Prince of Wales, $d 1688-1766

$a Stuart, James Francis Edward, $c Prince of Wales, $d 1688-1766

$a Wales, $c Prince of (James), $d 1688-1766

Additional variant forms reflect the pejorative nickname given to him by his opponents:

$a James, $c the Old Pretender, $d 1688-1766

$a Old Pretender, $d 1688-1766

Given the presence of these pejoratives, the record is certainly biased against the Jacobite position. James' claimed titles—James III, King of England, and James VIII, King of Scotland—are not reflected as variant forms in his NAR, though a 670 note does specify that his supporters referred to him this way. These titles should be added to his NAR, and given his self-identification as James III, this may be a better choice of preferred name. In parallel to the headings for his opponents' nickname "The Old Pretender," an additional variant for the nickname used by his supporters, "The King Over the Water," may also be appropriate.

### Emperor Norton

Joshua Abraham Norton (1818-1880) was a British/South African immigrant to the US who settled in San Francisco in 1849. After a bad investment left him destitute, he proclaimed himself Emperor of the US in September 1859 in an announcement published by the San Francisco *Bulletin*. In 1863, in reaction to Napoleon III's invasion of Mexico, he also claimed the title of Protector of Mexico. Dressed in an elaborate blue uniform, Norton became a popular eccentric figure in San Francisco. An effort by a private security guard to have him arrested and committed to a mental asylum in 1867 failed due to an outpouring of support from the city's community.[69] Norton made efforts at establishing diplomatic relations with other countries, and Kamehameha V, King of Hawaii, recognized him as the ruler of the US.[70] In 2018, the Emperor's Bridge Campaign hosted a series of exhibitions and public events in connection with the bicentennial of his birth.[71]

Emperor Norton's authority record (OCLC ARN 1501190) was created in 1985 and most recently updated in 2020 under RDA rules. It gives his legal name as the preferred name:

$a Norton, Joshua Abraham, $d 1818-1880

Variant names are recorded for:

$a Norton, $b I, $c Emperor, $d 1818-1880

$a Emperor Norton, $d 1818-1880

Oddly, Norton's royal name is recorded, but without an indication of what territory he claimed to be emperor. The usage of the works on this figure are clear that he was best known, during his life and after, as Norton I, Emperor of the United States, and this form of his name and title should be reflected and used as the preferred name on his NAR. Moreover, Drury noted that, following the 1859 proclamation of his Emperorship, Norton never used the name "Joshua Norton" again.[72] Thus, the existing NAR reflects neither

Norton's own usage nor the usage of works about him. In addition to better reflecting his self-identification, a change to the royal title for the preferred form of name would serve library users, who are far more likely to know this individual by his title and regnal name than by his birth name.

### Roy Bates

Roy Bates (1921-2012), sometimes referred to as "Paddy" Roy Bates, was part of a movement of British pirate radio broadcasters who arose in reaction the British Broadcasting Company's monopoly on radio programming. These broadcasters sought to avoid regulations by broadcasting from ships and offshore stationary platforms. Bates established Radio Essex, later known as Britain's Better Music Station, in Knock John Tower, a British naval defense platform in the mouth of the River Thames that was abandoned after the second World War. Following his conviction for illegal broadcasting, Bates relocated his operation to Roughs Tower, another abandoned naval fort located in international waters. On September 2, 1967, Bates declared the one-acre platform to be an independent nation, dubbed the Principality of Sealand, with himself and his wife Joan as its Prince and Princess. The following year, a British court determined that it did not have jurisdiction over Roughs Tower, which Bates took as a tacit recognition of his sovereignty. He used both his standard name and his title alternatively throughout his life. Though Bates retired to the English mainland, the platform remains occupied by caretakers representing the continued claim of his son, Michael, who has inherited the title of Prince.[73] He was the subject of a biography published in 2020.[74]

No NAR currently exists in the OCLC authority file for either Bates or the Principality of Sealand, though there is literary warrant to create both. If and when a record for Bates is created, it should include his claimed title as well as his name:

$a Bates, Roy, $d 1921-2012

$a Roy, $c Prince of Sealand, $d 1921-2012

## Conclusion

The examples discussed above show a range of approaches to dissenting royalty:

- *Pescennius Niger*: Usurper; claimed title presented as legitimate in NAR
- *Clement VII*: Rebel; claimed title not present in NAR; pejorative term used in preferred form of name
- *James Stuart*: Rebel; claimed titles not present in NAR; pejorative term used in variant form of name
- *Emperor Norton*: Eccentric nobility; birth name used as preferred name; incomplete form of claimed title in variant form of name
- *Roy Bates*: Eccentric nobility; no NAR; no geographic heading for territory related to the claimed title.

These examples demonstrate a splintering of practice regarding how NARs should be constructed for rulers of questionable, ambiguous, or failed bids for legitimacy.

There is a growing consensus among catalogers that both NARs and subject headings should be approached with more care than that suggested by a straightforward reading of RDA's guidelines. The "ethics of care" proposed by Fox and Swickard, the "simplicity" advocated by Billey, and the self-description suggested by Thompson all call for an approach to NARs that considers the viewpoint of the individual or entity being described, rather than the society that views and too often objectifies them. Similarly, the approach to community-defined geographic terminology suggested by Hughes and Holloway advocates for an approach to cataloging that sees beyond the geopolitical realities affirmed by colonialism and imperialism. We are seeing an increasing shift toward authority cataloging that abandons the false idea of neutrality, and instead takes into consideration the self-understanding of the people and communities our authority files describe.

As important as it is to bring this sense of agency and control to those outside the library in the present, the same approach can and should inform our cataloging of historical persons. If we seek to decolonize the library catalog, we must also turn our attention toward the imperial and colonial ideologies represented by headings describing historical periods. With Duarte and Belarde-Lewis, we should imagine alternative pasts as well as futures, envisioning and empathizing with individuals whom we cannot contact to ask how they would prefer to be described. This practice should inform our approach to the victims of past empires, and those marginalized by past societies, including rebels like Nidintu-Bēl, whom Darius executed for his rebellion against the burgeoning Achaemenid Empire. Regarding legitimacy, our current resource description standards do not address the question because there *is* no objective standard of royal legitimacy. A monarch is legitimate not because of some inherent quality, but because a large enough portion of their society recognizes them as legitimate. Duyvesteyn notes that, in normal circumstances, the question of political legitimacy is "taken for granted."[75] At a time when questions of political legitimacy are of increasing importance in contemporary politics both in America and around the world, catalogers should examine how legitimacy is described, presented, and bolstered within the catalog.

Ultimately, a recognized title is as imaginary as an unrecognized one. Royal legitimacy is a continuum, conceived and constructed by human actors with biases, agendas, and ideologies. We as catalogers cannot fix any individual to a particular point on this construct.

We must also remember that, just as we cannot be fully without bias, no historical source is without bias either, particularly not in the case of texts of imperial propaganda like the Behistun Inscription. In reference to the now-deprecated LCSH for the "Jewish Question," Berman argued that the apparent "neutrality" of this term is anything but: "The phraseology is that of the oppressor, the ultimate murderer, not the victim."[76] Neither should we take the side of Nebuchadnezzar III's murderer when choosing what name to use for his access point. While we need not romanticize these figures—there is little to suggest that the brief reign of Nebuchadnezzar III was any more egalitarian, fair, or inclusive than what preceded or followed it—we can nevertheless imagine the preferences of those who sought to reframe their own identities against the dominant powers that controlled their world.

Toward this end, the author proposes the following:

- NARs for dissenting royalty should include, as a preferred or variant form of name, the title claimed by the individual, including its geographic coverage. This is in keeping with RDA 9.4.1.4.1 n4, which instructs catalogers to disregard the actual degree of power or authority held by the individual, though this practice has not been universally applied.
- When deciding whether the royal name should be the preferred or variant form of the name, catalogers should err on the side of the self-identification of the individual being described, considering also the question of recognition of their rule or title as a secondary factor.
- Terms like "pretender" and "antipope" should only be included if there is significant literary warrant for them, but these terms should not appear in the preferred form of name. Alternative terminology may need to be devised for use in preferred forms of name for individuals who currently have these terms in their NARs.

These proposals aim both to provide a pattern of cataloging practice for dissenting royalty, and to extend the emerging preference for authorial self-identification to cover historical persons from disputed pasts. By taking up the principles outlined in this paper, catalogers will construct authority records that better describre those who, like Nidintu-Bēl/Nebuchadnezzar III, stand outside of societal consensus on questions of authority and legitimacy.

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# Book Reviews

**Elyssa M. Gould**

***Transforming Print: Collection Development and Management for Our Connected Future***. Eds. Lorrie McAllister and Shari Laster in collaboration with Core Publishing. Chicago: ALA Editions, 2021. 139 p. $59.99 softcover (ISBN 978-0-8389-4882-8).

This book provides an interesting and insightful look at the broad cross-section of print collections with digital surrogates, and supplies many good reasons why print is still valuable even with the proliferation of digital options. I would like to begin my review by taking a cue from chapter 3 ("Working Toward Human-Centered, Reparative Change"): I am a white, cisgender, able-bodied woman, and a library administrator. As the authors of that chapter state, it is important to take note of how the authors' "identities shape this work, but also how yours informs your understanding of" (34) the work. Within that context, I found this book to provide useful examples of how print materials can be instrumental in "equity, diversity, inclusion, and social justice (EDISJ)" (118) work within libraries.

The book is divided into three sections: "Contemporary Collection Development," "Collections Access and Management," and "Centering the User." While the sections do have different focuses, there is definite overlap in the topics between the sections in a way that centers the user throughout the process of collection development, access, management, and utilization. Within the sections, the editors have compiled a unique collection of articles that address a diversity of topics such as: how to collaborate with local Native American communities by soliciting their input into collection decisions, why print collecting is important for small publisher output in Latin American and Caribbean Studies, how shared collection development is currently working in various consortia and how it can be improved through digitization efforts, and the importance of the physicality of print resources to users on multiple levels.

The chapter authors represent institutions ranging from a small college to the Library of Congress (LC), as well as including those working with the HathiTrust and a consortium of Federal Depositories. The authors also represent an incredible breadth of experience and knowledge, and together they present a unified message about the need for libraries to serve the function of promoting equity and amplifying the voices of the "local" community, be that the surrounding citizenry, student population, faculty researchers, or the United States writ large. The example collections are also wide-ranging. Whether speaking of an archive highlighting Native American oral histories and artifacts or preserving a collection of indie tarot cards, the materials are used for teaching, research, and outreach. The wealth of collections presented, whether it is the huge collections of the HathiTrust or LC or the small "Model Research Collection" (97) remind us that librarians can promote our professional expertise while also highlighting the utility of our resources.

Each of the chapters within the book present conceptual and practical knowledge that would be useful for any library practitioner. The practical advice ranges from how to ensure the collection of materials from small publishers that might otherwise be absent, even from large consortium holdings, to browsing habits of faculty members in library stacks and how to enhance those stacks to include references to online resources. Several chapters speak of the importance of collection development at scale, whether speaking of collecting across a consortium or more globally as the HathiTrust and LC try to do. Expanding the idea of the collection to include other libraries is key to documenting the historical record as the publishing output continues to grow at a phenomenal rate. The authors of the LC chapter, for example, discuss scoping their work based on items that are not widely available elsewhere, and expound on the intellectual work that entails.

The authors point out again and again the interconnectedness of the print realm and the digital. It is clear from these examples that both serve valuable functions and are not simply replacements for each other. They also put out a call for librarians to expand the definition of who the contributors to library collections should be. Expanding library collections to include more voices of the people who are underrepresented in current collections, more foreign language materials, and more materials that appeal to visual and tactile learners are all presented in this volume. "Our Connected Future" comes at the end of the title, but the work itself speaks to that connection throughout, presenting an inspiring message of a future connected first and foremost between people.—*Debra Andreadis (andreadisd@denison.edu), Denison University Libraries*

***Fundamentals of Planning and Assessment for Libraries***. By Rachel A. Fleming-May and Regina Mays. Chicago: ALA Neal-Schuman, 2021. 254 p. $64.99 softcover (ISBN 978-0-8389-4998-6).

Many librarians do not learn much about planning or assessment in their master's program, but are expected to engage in both as part of their job despite feeling they do not have sufficient knowledge to do so with accuracy and precision. This is what the authors of this title found in a survey conducted of librarians for whom assessment is a significant part of their job. *Fundamentals of Planning and Assessment for Librarians*, part of the ALA Fundamentals Series, uses concerns of survey respondents to create a solid introduction for librarians interested in learning the basics of planning and assessment. The authors have a strong pedigree as they have collaborated and published on this topic for a decade as well as designed and co-taught a planning and assessment course for an information science master's program. Using a constructivist approach, this title seeks to provide practical, applicable information for librarians with limited knowledge of planning and assessment, or for library and information science students wanting an overview of the topic.

After an introduction and historical review of planning and assessment in which the authors establish the relationship between the two, the authors take you through the process step-by-step, from creating your assessment plan to reporting your findings to stakeholders. Early in the planning chapter the authors stress that "laying the groundwork with sound planning first will exponentially increase your odds of success" (42). Although the authors emphasize strategic planning, they also explain operational and tactical planning and use the example of implementing a makerspace to help visualize how they all fit into the process.

The authors recognize a distinction between assessment and research, but they feel "the best way to develop an assessment project that demonstrates a significant impact is by applying some of the principles of research design" (64). Therefore, "Basic Principles of Assessment" is a refresher of research methods and important terminology. The authors apply these principles using the practical example of deaccessioning a print collection, one that is familiar to many librarians.

From their survey, the authors found that over 82 percent of librarians with assessment responsibilities were required to determine the best research model for their assessment. "Approaches to Assessment" introduces the reader to some of the most common assessment frameworks. For those who have traditionally looked to metrics-based assessment, or inputs and outputs (e.g., number of items added to a collection or item circulation), and are looking for other options, the authors suggest considering standards-based and outcomes-based assessment. The authors acknowledge that these last two assessment types come with more challenges than metrics-based, but argue that these also tend to provide more context and be more compelling.

As the authors move to the collection of data and evidence (chapters 6–9), they encourage thinking about "use" in a manner that goes beyond simply counting. That is, to consider how the library is of *use* to patrons, or what comes out of *using* the library. The authors' experience really shines through in their examples in this chapter and illustrate how systemic failure can negatively impact assessment (e.g. assuming communities within the same library system use the library in the same manner). The authors introduce the metrics and models that libraries can use to design assessment and provide relevant, practical examples of collecting direct (e.g. e-resource usage or citation studies) and indirect data (surveys). Chapter 9, "Collecting Indirect Evidence," is heavy in information about surveys, which is not surprising given the popularity of this tool.

In "Analyzing Data," the authors center their discussion on specific types of data generated by common areas of assessment. The information covered is timely and relevant, and emphasizes the importance of gathering different types of data when making decisions such as eliminating resources or services. According to the authors, "data analysis can be really rewarding and fun" (171). Throughout this book, the authors make the reader believe this statement.

Finally, before reporting and presenting any data, the authors recommend familiarizing oneself with data already collected at an institution by doing a library data inventory. This will prevent duplicating work that is or has already been done. The placement of this suggestion may be this reviewer's only criticism of the text, and only because this advice should have come earlier in the text.

Illustrations throughout the text are easy to understand. The information on honesty in data presentation illustrates how data, intentionally or not, can be skewed. Each chapter is outlined at the beginning and provides a conclusion at the end. Notes and suggestions for further reading appear at the end of chapters. The text's appendices include tools and templates to get started on planning and assessment. "Appendix A: Sample Library Assessment Plan" is especially helpful for those who are in the process of creating such a plan at their own institution. The book also includes a glossary of text terminology and other common planning and assessment terms.

In conclusion, the authors stress that success with assessment comes down to creating a culture of assessment. This is best accomplished with both hard and soft skills to create a culture that is collaborative, routine, and ongoing. Fleming-May and Mays have accomplished what they set

out to do: create an entry level text for readers interested in learning the basics of planning and assessment. Their conversational writing style and practical examples make the text readable and comprehensible for those new to planning and assessment. This reviewer wishes that this text would have been available years ago. If planning and assessment vocabulary is unfamiliar and a comprehensive introduction is needed, *Fundamentals of Planning and Assessment for Libraries* is a good place to start.—*Tammie Busch (*tabusch@siue.edu*), Southern Illinois University Edwardsville*

***Rightsizing the Academic Library Collection, Second Edition***. By Mary E. Miller and Suzanne M. Ward. Chicago: ALA Editions, 2021. 166 p. $64.99 softcover (ISBN 978-0-8389-4972-6).

*Rightsizing the Academic Library Collection, Second Edition*, is an update to the first edition published in 2015, which was awarded a starred review in *Library Journal* in 2015.[1] In the first edition, Ward introduced readers to rightsizing, a tool which enables academic librarians to efficiently and effectively cull collections of little used, irrelevant materials, and reduce collection size, while retaining relevant materials to meet the "changing needs of users" (vii). Miller notes that the first edition resonated with her due to problems at her institution like Ward described. Since the first edition was published, there have been developments to support rightsizing, including forming shared print networks to maintain access to at-risk titles, thus prompting a second edition.

The second edition of *Rightsizing the Academic Library Collection* is clearly organized, adaptable to library needs, and gives tips on traditional weeding and rightsizing. The text is composed of five chapters which include: "Background," "Traditional Solutions for Deselecting Collections," "Rightsizing Policies and Strategies," "Project Management," and "The Future of Rightsizing." The authors discuss the pros and cons of traditional weeding and rightsizing for academic libraries, providing a strong argument for rightsizing.

Early on, Miller and Ward distinguish rightsizing from weeding. While the authors note that traditional weeding is cumbersome, time consuming, and involves setting criteria and time to pull volumes and update records, rightsizing is comprehensive and "considers the collection as a whole" (48–49). Instead of identifying numerous pitfalls and caveats, rightsizing allows librarians to "develop a holistic approach for shaping their libraries into the optimal size to serve" patrons with materials and services needed to obtain information that is not immediately available (8). Rightsizing allows libraries to systematically weed unused and irrelevant materials while retaining relevant and at-risk materials; however, one library's approach may not work for all. The authors note that the reasons for rightsizing include space, priority changes, obsolescence, format, and external influences like shared print retention agreements, with keeping an improved user experience at the core.

In chapter 1, Miller and Ward provide readers with a context of challenges that universities and colleges face, including "influences, expectations, requirements, and opportunities" involving entities, people, collaborations, distance learning, instructional redesign, environment, and priorities, among others (1-2). The authors discuss perspectives, benefits, and changing curriculum and research trends that affect weeding and rightsizing. A key discussion is the current shift from the "ownership" of materials in academic library collections to an access model. However, even with this shifting model, academic libraries still face space issues and crowded bookshelves.

In chapter 2, Miller and Ward discuss several traditional weeding solutions. The authors note that many academic libraries have collected materials for years and some have weeded, but "not always in routine, systematic, ongoing, and system-wide ways" (38). Sporadic weeding does not fix anything, as it only relieves crowding or allows for absorbing collections. In contrast, the authors note that public libraries and smaller academic libraries regularly weed their collections due to no extra shelf space or storage. The authors discuss the plethora of theories and strategies on weeding as well as benefits and drawbacks of each method. These strategies use various valuations, including usage, low- and no-use, and other agreed-on criteria.

A popular yet traditional strategy for dealing with low and no-use books is to move them to storage. Miller and Ward add that on-site storage is most often used because of the need to relocate items quickly. Eventually, on-site and remote storage is not adequate, as storage areas fill up, other demands exist for the space, the areas were not built for library materials, and items circulate less (by some estimates, an annual circulation of 2 percent or less). However, the authors note that storage is not bad, and by rightsizing, libraries can "make the most . . . of . . . storage space by building more intentional collections" (50).

Miller and Ward note that there are several barriers to rightsizing, including librarians who are attached to the books, not wanting to weed them, regardless of their usefulness. The authors emphasize that successful librarians spend as much time preparing a deselection plan as a selection plan. Other barriers include the opportunity cost of keeping low or no-use items, gathering faculty input, and

guessing about future potential use. The costs for rightsizing are likely "included in the cost of routine management of a . . . collection"; in addition, those costs occur once and are not ongoing (46).

In chapter 3, Miller and Ward discuss policy development in which academic libraries manage physical collections. Traditional solutions may be effective for small collections, but there are ways to batch process large collections based on a rightsizing policy or set of policies that includes the use of withdrawal and retention criteria and analytical tools. The librarian can utilize the criteria to analyze the collection for usage, duplicates, collections of local interest, last copies, and availability in shared print networks, among other criteria.

In chapter 4, Miller and Ward discuss project management, specifically the stages of rightsizing projects. They emphasize that all rightsizing plans should be considered as a multi-phased project. Steps of a rightsizing project include (1) project initiation and preliminary planning, (2) action planning and collection analysis, (3) project implementation, and (4) project closure (84–138). Libraries may begin rightsizing efforts individually, as a team with other libraries (such as through a shared print program), based on online access, or several factors together. The rightsizing project's success depends on the goals and objectives, creation of criteria, obtaining resources, and determining a timeline. The authors address the future of rightsizing and note that although the future is uncertain for academic libraries, libraries depend on each other. The future must include collaboration.

Mary E. Miller and Suzanne M. Ward's second edition of *Rightsizing the Academic Library Collection* is a practical, fast-reading text that puts actionable information on rightsizing into the librarians' hands to enable them to rightsize effectively and efficiently. The authors acknowledge that traditional weeding may work in some situations, but it is not practicable or sustainable. Rightsizing, however, gives academic libraries a new lease on creating and improving collections. This text would be a valuable, practical resource for academic librarians.—*Barbara M. Pope (bpope@pittstate.edu), Pittsburg State University*

### References

1. Linda Frederiksen, review of *Rightsizing the Academic Library Collection*, by Suzanne M. Ward, *Library Journal*, March 1, 2015, https://libraryjournal.com/review/rightsizing-the-academic-library-collection.



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