



SURVEY RESULTS

EXECUTIVE SUMMARY

Introduction

The purpose of this survey was to identify trends, practices, and challenges in collecting global resources in North American research libraries at a time of political and economic change, on the one hand, and of significant change in scholarly communication and collection management strategies, on the other.

For this survey, *global resources* was defined as print and electronic library materials that are published outside the United States and Canada in any language on any topic. This may include, but is not limited to, traditional area studies materials, and it is *not* limited to resources typically associated with the field of Global Studies. A *global resources librarian* was defined as a librarian working with global resources as described in this survey.

We consider the term “collecting” widely to include issues such as collection management/development, access, digitization, preservation, and public service.¹

Accordingly, to obtain information on these issues, the survey was organized into several broad sections: Global Resources Collections (including an overview of expenditures, collecting trends, sources of funding, and acquisition strategies), Staff and Organizational Structure, Preservation Strategies, and Discovery, Public Service, and Outreach. The following summary outlines the survey results for each of the sections. Survey respondents provided a wealth of fascinating data, which is reflected in the actual survey responses and extensive comments sections. We encourage interested readers to peruse the responses in more detail.

The survey was conducted between March 7 and April 8, 2011. Seventy-two respondents at 67 of the 126

ARL member libraries completed the survey for a response rate of 53%. Forty-five replies came from public university libraries, 21 from private university libraries, and one from a government institution. These institutions are geographically distributed across the United States and Canada. Not all responding institutions answered all questions, accounting for the discrepancies in the number of responses throughout the survey.

Global Resources Collections

Sixty-four respondents reported that their library holds significant research collections in at least one global collecting area. These collections include books, serials, maps, microforms, audio/visuals, and digitized materials. More than half of these respondents hold collections relating to Western Europe, Latin America, East Asia, and Slavic and Eastern Europe. More than a third hold significant collections on African, Jewish, South Asian, Islamic, and Middle Eastern studies.

Print monographs predominate in these historical collections, followed closely by print and electronic serials and microforms. Thirty-six respondents (56%) reported that they have e-books in at least one of their global collections. E-books for East Asian, Western European, and Latin American studies were reported most frequently. E-books for Tibetan, African, South Asian, Middle East, and Central Eurasian studies are still developing. More than half of the respondents (34) reported that they hold or provide access to digitized collections, although both availability and distribution vary considerably by world area.

Sixty-eight respondents reported that their library actively collects now in at least one global area.

Similarly to historic collections, the top four areas of collecting are Latin America, Western Europe, East Asia, and Slavic and East Europe. More than half are actively collecting African, Islamic, South Asian, Jewish, and Middle East materials. Print monographs and serials again predominate, although as many as 66% of the respondents (45) also purchase e-books, most frequently in West European and East Asian studies.

Sources of Funding

While ARL members report a strong institutional commitment to support global collections, the survey results show they frequently depend on non-allocated sources of funding for these resources. All 68 respondents identified the materials budget as the main source of funding for current collecting, followed by gifts (50 responses or 74%), endowments (43 or 63%), and grants (40 or 59%). Other sources of funding include academic department support for special acquisitions, gifts by foreign institutions, memberships, end-of-year funds, and government depository programs. East Asian, Latin American, Jewish, Western European, and Slavic and East European studies benefit the most from endowments. East Asian studies also ranks first as the recipient of gifts and grant support. Administrative considerations on whether to maintain gift programs call for a careful assessment of the costs and benefits of managing such programs.

Expenditures

Almost an equal number of the 69 respondents reported that expenditures for global resources materials are about the same as or more than they were five years ago (48 and 47 responses, respectively). Thirty-one libraries reported that expenditures now are less than before. Islamic, Middle Eastern, Latin American, and East Asian studies stand out among the areas with increases. West European, Slavic and East European, and Latin American studies are at the top of both the “about the same” and “less” lists.

Fifty-three respondents (77%) expect global resources expenditures in the next five years to be about the same as today. Thirty-eight (55%) expect expenditures to be more. Twenty-five (36%) expect expenditures to be less. Across all areas, more respondents

anticipate a decrease in expenditures for library materials in West European, Slavic and Eastern European, and South and East Asian studies, although, once again, a higher percent of respondents thought that future expenditures in these same areas would be about the same as or more than they are today.

Collecting Trends

The survey also asked about the numbers of global resource items acquired today compared to five years ago. Again, almost an equal number of the 67 respondents reported that acquisition levels are about the same as or more than they were before (47 and 44 responses, respectively). Thirty-eight (57%) reported that they currently acquire fewer items than five years ago. Not surprisingly, the changes in the numbers of items acquired mirrors the expenditure changes. One likely explanation for the dwindling or stagnant acquisition numbers may be that libraries with flat budgets have not been able to keep up with price increases and inflation.

The survey next asked for an estimated percentage of electronic materials in the libraries’ global collections. The percentages ranged from zero to 63, with a mean of 14.12 and median of 9. Half of the respondents (26 of 52) reported that electronic materials are less than 9% of their global collections. Ten respondents (19%) reported that more than 25% are electronic.

Responses about the percentage of expenditures on electronic global materials followed a similar pattern. The percentages ranged from zero to 45, with a mean of 14.89 and median of 11. While 39% of the respondents (21 of 54) reported that electronic materials accounted for less than 9% of the expenditures, nearly a quarter (13) reported they accounted for more than 25%.

Some respondents pointed out that global electronic resources are centrally funded or that they form part of large packages, making it very difficult to identify content specifically related to global materials. Possibly for that same reason, a number of respondents provided estimates for electronic resources in general, not just for e-resources directly related to global collections as defined in this survey.

Following the trend of increased electronic resources in libraries generally, the majority of respondents

(47 or 81%) expect the pool of electronic global resources to increase in the next five years. Similarly, most respondents (45 or 79%) expect library expenditures for electronic materials to increase as well. In some cases, these trends reflect institutional commitments to statewide programs such as OhioLINK. Despite the interest in increasing the collections' electronic resources, respondents' support for acquiring electronic materials has been challenged by the current budget climate. As one respondent aptly stated, "We are not spending proportionally less on global resources, nor has our commitment to acquiring this type of material weakened, but budget limitations have had an impact on all collecting areas."

Acquisitions Strategies

When asked which methods they use to evaluate global resources for purchase, all but two of the 67 respondents reported that they rely on user purchase suggestions. Peer librarians' recommendations and analysis of collection use data tie for second place (48 responses each). Analyzing the cost of global resources materials vs. their use is a close third (42 responses). Establishing close working relationships with faculty and students stands out as a key strategy. As one respondent eloquently remarked, "Because we are so engaged in instruction, being in the classroom puts us in direct contact with students and faculty. It is easy to spot research trends or changes within the curriculum."

Respondents employ a wide range of strategies for acquiring global resources. The specific strategies are determined to a large extent by the book trade in the respective world area. More than three-fourths of respondents acquire materials through direct contact with vendors (i.e., title-by-title selection), approval plans, and gifts in kind. Direct contact with vendors and approval plans also stand out as the most often used strategies (79%). Gift and exchange agreements, as well as acquisitions trips, continue to be significant components of acquisitions programs for global resources. Many respondents also participate in domestic and international cooperative initiatives. In some areas, the Library of Congress Cooperative Acquisitions² programs play a key role for foreign acquisitions. Respondents also identified

consortial purchases through initiatives led by both the Committee on Institutional Cooperation (CIC)³ and the Center for Research Libraries (CRL) as important strategies for their collecting programs. About half of the respondents reported that they use patron-driven acquisition models. But as one respondent noted, "...materials published beyond the US and Canada are still a small percentage" of patron requests.

Respondents prefer vendors who can provide services such as approval plans, MARC records, and shelf-ready materials. However, comments about "other vendor services" particularly point to the specific needs of global resources collections, for example the need to work with knowledgeable vendors who know subject areas well and are able to evaluate the quality of resources. As one commented, "Quality of selection and offerings are the overriding criteria." Since title-by-title selection is a large component for most world areas, preventing duplication and identifying gaps in the collection to maintain collection strengths are crucial. Unsurprisingly, "lists of previously supplied items" ranks high among desired vendor services.

The majority of respondents participate in regional, national, and international cooperative initiatives that have been created to facilitate the acquisition of and/or access to global resources materials. Two, long-standing initiatives of paramount importance in the field are the Global Resources Network and the Area Microform Projects, both managed by CRL.⁴ More recently, cooperation has extended to include digitization projects and the purchase of electronic resources. However, cooperation extends beyond acquisitions. A number of respondents indicated that they also collaborate in the areas of staffing and library services. For example, Columbia University Libraries and Cornell University Library have implemented resource-sharing initiatives in various areas, including Latin American, Slavic and East European, South Asian, and Southeast Asian studies.⁵ In some instances, an expert librarian in a given field is retained at only one institution, while providing advice on collection development, reference, and instructional services to library users at the partner institution. Staffing partnerships are currently being explored among the University of Minnesota, the University of Illinois

at Urbana-Champaign (UIUC), and the University of Wisconsin at Madison for Japanese studies, and between Indiana University and UIUC in the field of Middle Eastern studies.

Staff and Organizational Structure

Almost all of the respondents' comments reflect an awareness of the changes in publishing and scholarly communication and a need to adjust organizational structures in the libraries accordingly to maintain high levels of service. Several mentioned the interdisciplinary, transnational nature of scholarship and the strong focus on outreach, teaching, and liaison activities among global resources librarians. While they have traditionally played a strong role in these areas, the trend points to even more encouragement for global resources librarians to be involved with their constituencies. Several respondents reported a move away from the reference desk model toward one where global resources librarians provide in-depth, individualized reference service via chat, phone, or virtually.

While organizational change is evident in most libraries, respondents reported a range of organizational models, based on how organizational structures have evolved at specific institutions historically and on individual librarians' expertise in certain areas. At some institutions global resource units are responsible for their own cataloging; others have centralized cataloging departments or a combination of both models. Twenty-five libraries indicated that they have distinct international and area studies units. The organization of those units ranges from an integration of special collections and area studies units to a structure where global resource collection units report to public services. Many of these units, especially those created more recently, have librarians' offices in proximity, with reference desks nearby.

Forty-eight respondents commented on changes in the role of global resources librarians at their institutions. Technological developments and the transition from print to electronic formats mean that librarians not only need to be informed about trends in electronic publishing in their respective world areas, but also, increasingly, to be able to negotiate licensing agreements for electronic sources. Moreover, as global

resources librarians become more involved in public services and digitization projects, they must be able to navigate the world of copyright issues.

The survey asked how many years of professional experience global resources librarians have at each library: fewer than five years of experience, six to ten years, 11 to 20 years, and more than 20 years experience. Thirty-six of the 60 respondents (60%) have no librarians with fewer than five years experience. Of those that do have librarians with fewer than five years experience, almost half have only one. Almost an equal number of respondents have global resources librarians in the 6–10 years, 11–20 years, and 20+ years range of professional experience (44, 42, and 43 responses, respectively). The higher number in years of experience can partially be explained with the wide range of qualifications needed in this field. However, this data also reflects a general graying of the profession. At the same time, it is encouraging to note the significant number of institutions who reported librarians in the 6–10 year range, suggesting that the profession is renewing itself.

In spite of this positive trend, comments from the responding institutions point to a number of challenges when trying to recruit global resources librarians. Among the main issues are lack of qualified candidates who have both language and subject expertise; the current economic situation, which at some institutions has resulted in hiring freezes and not being competitive in offering good compensation packages; a lack of motivation among students to specialize in global resources librarianship in light of the diminished number of available positions; the inability to provide green cards or work visas to recruit non-US candidates; and geographic locations that are perceived as less desirable.

Some of the measures taken to address these challenges include giving librarians release time to take foreign language classes, outsourcing some functions, especially cataloging, removing the requirement for an MLS degree and hiring PhD-holders with language skills and subject expertise, offering higher salaries to global resources librarians than to others, prioritizing budget expenditures in the areas of campus need, and scaling down in the areas that are not in high demand.

Preservation Strategies

Protective storage, relying on cooperative initiatives such as HathiTrust⁶, and reformatting are the most frequently used preservation strategies. Comments on the challenges of preserving global resources ranged from noting that global materials are treated the same as other materials to an acute awareness of the special needs of these resources because of poor bindings, acidic paper, etc. This awareness goes hand-in-hand with an acknowledgment that budgetary constraints make it impossible to provide thorough preservation treatment for these resources. In general, many libraries are facing similar problems, such as high acidic paper of materials published in other world areas, lack of sufficient funding for staff training and preservation, and lack of sufficient space for proper storage. Many institutions have begun to rely on the HathiTrust as a source of replacement, thereby extending their means of preservation. Respondents also noted individual treatments—such as boxing on an item-by-item basis and re-binding—as major preservation strategies.

Techniques not used as frequently include de-acidification, digitization, and the construction of off-site storage spaces. Budgetary constraints in many cases make the construction of new buildings or the investment in de-acidification projects less of a priority, and digitization tends to be problematic in light of copyright issues in the countries of origin. Moreover, the lines between preservation and facilitating access often blur and result in digitization efforts designed to improve access rather than to preserve materials. As one respondent noted, “We had a very active preservation program...until recently. We worked cooperatively to de-acidify materials, to find grants to microfilm and to digitize. Areas of concentration are now digitization, but these are spun not so much to preserve as to facilitate access.” Only one library mentioned disaster planning as part of their preservation strategy.

Only 39 institutions replied to a question about their preservation strategy for electronic global resources. The majority of those said they are adding content to institutional repositories. Some are archiving websites. Others rely on vendors or third-party archiving agencies such as Portico, LOCKSS, and CRL. A few are in the planning stage.

Preservation training did not emerge as a commonly pursued option, mainly for budgetary reasons; instead, many libraries rely on existing staff, although two libraries mentioned new hires specifically for preservation with one focusing on the preservation of e-resources.

Discovery, Public Service, and Outreach

Collection development is closely connected to public service activities that are designed to assist library users in the discovery of global resources. Four survey questions addressed this area.

Libraries use a range of channels to make global resources discoverable. All but a few of the 67 respondents identified the local library catalog and WorldCat as the most frequently used discovery tools. These channels are followed by mobile access to the catalog, global collection websites, international library catalogs, and WorldCat Local. Respondents also identified the local library catalog (88%) and WorldCat (75%) as the most effective tools. While mobile access is widely used (63%), only a few libraries (11%) identify it as the most effective tool. Usability testing might be able to gauge how users engage with library mobile services, which might lead to a more efficient use of such technologies. Twenty libraries reported using other tools, including Google Scholar, Google Books, subject pages, new acquisitions lists, Primo (a commercial discovery tool), and RSS feeds.

Responses to a question about different kinds of reference services and their effectiveness reveal that global resources librarians rely most heavily on specialized reference services (not at a reference desk) (59 responses or 88%). This kind of service was also identified as most effective by almost all of the respondents (56 or 95%). Other frequently used services include stand-alone presentations, library workshops, guest lectures in classes, participation in general reference service, and mobile reference services such as IM and texting. Slightly more than a quarter of the respondents teach credit-bearing courses. Interestingly, while 53 respondents (79%) reported that global resources librarians serve at the general reference desk, only seven (12%) considered it most effective. Similarly, mobile reference services, which are used by 40 respondents (60%), were identified as the most

effective service by only four (7%). A small number of libraries also use webinars, phone, and Skype for reference services.

Research guides are the most widely used (57 responses or 86%) and the most effective (39 or 75%) outreach method to encourage use of global resources. Email discussion lists are the second most used method (49 or 74%) and the second most effective (26 or 50%). Physical exhibits, the third most widely used promotion tool (44 or 67%), were identified as the most effective tool by only five libraries (10%). Holding office hours in departments, on the other hand, though practiced by a relatively small number of respondents, is considered to be the third most effective method. Fifteen libraries reported other outreach methods such as announcements, participation in departmental meetings, monthly reports, and instruction for local junior high students.

Forty of the survey respondents reported that their libraries are taking specific measures to improve access to global resources. Their comments reflect that Unicode is now quite widespread among ARL libraries. Other measures for improving access include the display of diacritics in OPACs, handouts and LibGuides, digitization, and web archiving. The multilingual presentation of library materials and services such as multilingual subject webpages, welcome pages, instruction, and reference services were also repeatedly mentioned, as was international collaboration to tap into unique global resources. These initiatives deserve a special note as a promising frontier of collaboration for further exploration. One of these projects is an initiative by the East Asia Library, the University of Washington, and the National Library of China to digitize rare and unique Chinese materials in the University of Washington Library.⁷ The other is a collaborative project of the University of Washington with research institutes in Thailand to create a bi-lingual Thai/English instance of DSpace, with the goal of providing enhanced access to collections of research materials and photographs from Thai research institutes.⁸

Conclusion

Our assumption before the survey was that, while global resources have always been an important

collection focus for North American research libraries, the topic has taken on increased significance over the past decade. In the post-9/11 landscape, more emphasis has been given to international studies and, consequently, collecting international resources, both in the traditional area studies disciplines and more widely across all fields. The survey results confirmed our assumptions. Support for global resources in North American research libraries is strong and predicted to remain so in the foreseeable future. In some instances, the survey revealed patterns that suggest obvious connections between global collections and shifting research and political foci. For example, in today's post-Cold War era, budget support for Slavic and East European collections tends to remain stagnant (or, in some instances, to decline); whereas, since the 9/11 events, Middle Eastern and Islamic materials have received more funding. And, it is not surprising that Latin American collections emerge as consistently strong, since immigration from Latin American countries to the US has been an important factor of US life for a considerable amount of time, and US relations with Latin America are strong in many areas, ranging from trade and energy agreements to cooperation in illegal drug control policy. Similarly, growing technological and economic strengths make East Asia an equal player on the global stage. In particular, the opening up of China that has occurred since the 1980s has resulted in an increased interest in learning Chinese and in research on the culture, economy, and politics of China. Global collections in ARL libraries reflect these realities. At some institutions, the collections are the result of historical collection interests; at others they are a response to research interest in the scholarly community, which, in turn, reacts to the complex interactions and realities of our increasingly globalized society.

While clearly tied to historical, political, and social developments, global collections also exist as parts of research libraries and need to be seen in the larger context of issues surrounding research libraries today. Budget and space challenges, as well as increasing electronic access to resources with resulting changes in research habits of students and faculty, will create new and different patterns in collection growth. Within this framework, global resources

collections—which in some instances are still mostly in print and in others have at best a combination of electronic and print formats—occupy an interesting position. Looked at from the perspective of global resources librarians, some core activities relating to their collections have not changed: the nature of their resources makes intense outreach, reference, and collaborative collection development essential.

The survey responses, however, indicate that global resources would benefit from more visibility than in the past. For example, because of the idiosyncratic nature of access to global resources, librarians in those areas have traditionally been extremely active in reaching out to their constituents through in-depth reference, bibliographic instruction, and liaison activities with academic units. However, in an environment where libraries note a decrease in gate counts and an increase in scholars accessing information electronically, outreach (i.e., bringing collections and reference services to the user) takes on a new significance. The survey shows that many libraries either already have or are in the process of creating organizational structures that facilitate such outreach, thereby raising the level of visibility and support for activities global studies librarians have engaged in for a long time.

A similar trend is seen when it comes to collaboration. Since the days of the first union catalogs, libraries have worked together to share and exchange information. Global studies librarians, in particular, have always functioned in a collaborative environment. In fact, much of their work would not have been possible without partnerships, especially in the area of collection development and reference. Recently, however, collaboration at the national level has been taken to a higher level. The development of shared print repositories and partnerships such as HathiTrust are just two examples. While global collections librarians participate in and benefit from the initiatives on the national stage, these initiatives take on different, international forms as well. Collaboration, in fact, emerges as an overarching theme from the survey. And the electronic sharing of materials, either through joint efforts to populate institutional repositories or through collaborative digitization projects, will likely increase.

Furthermore, the survey responses indicate that other forms of collaboration, such as sharing the

positions of global resources librarians by several institutions, are currently in progress at several libraries. It is still too early to assess the effectiveness and the impact on the profession of these latter initiatives. It seems safe to predict, however, that collaboration and partnerships of global resources librarians within the framework of other collaborative efforts at their libraries (e.g., through consortial agreements), and through partnerships with colleagues and libraries at the international level, will only increase in the future.

Looking at the survey responses, the future of global studies collections can be contemplated with cautious optimism: support for global studies collections remains strong and, propelled by other developments in research libraries more generally, the work of global resources librarians receives more support and visibility. At the same time, global resources collections face challenges that add a layer of unpredictability to their future. For example, though aligning and centralizing global resources collections within libraries may strengthen them, this development is not without risks. Balancing the identity and specialized workflow needs of individual collections with a library's need for efficiency and cost-effectiveness will always be a precarious undertaking, particularly when implementing reorganizations. This is a dynamic process that involves relationships among libraries at the national level, among individual collections, and with library administrations. Such relationships will likely remain in a process of constant negotiation.

Budget cuts and reductions in alternative funding pose additional problems. Libraries have to balance their support of global resources with the needs in other areas, and it is too early to assess the impact of recent significant cuts to the US Department of Education's Title VI program on global resources collections.⁹ Furthermore, at a time of increasing financial constraints, it is critically important for the research library community to think about how it can continue to support standard collection development practices, such as acquisitions trips, title-by-title selection, and management of gift-in-kind programs.

Together, the issues outlined here represent a complex framework and context for collecting global resources, which will shape our collections for the

foreseeable future. We are acutely aware that multiple developments in the information world converge and are in the process of transforming the nature of our global collections significantly: changes in scholarly communication; new and different ways of conducting research; different ways of accessing information; changes in the publishing industry worldwide with a trend towards the electronic medium; fast-growing, open-access movements in some world areas; and resulting changes in the way we approach the collection of global resources, and in the way we provide access to them. All of these factors have a profound impact on the collection of global resources at ARL institutions.

Endnotes

- 1 Issues such as cataloging and the description and organization of both print and electronic global resources collections, while connected to the focus of this survey, go beyond the scope of this discussion and, in fact, deserve to be studied in a separate survey.
- 2 The Library of Congress maintains offices abroad to acquire, catalog, preserve, and distribute library and research materials from other world areas. In addition to serving the Library of Congress, these offices conduct Cooperative Acquisitions Programs (CAP) for over 100 participating institutions. For more information, see: <http://www.loc.gov/acq/ovop/>.
- 3 The Committee on Institutional Cooperation is a consortium of the Big Ten universities plus the University of Chicago. For more information, see: <http://www.cic.net/Home.aspx>.
- 4 For more information on the Global Resources Network and the Area Microform Projects, see: <http://www.crl.edu/grn> and <http://www.crl.edu/area-studies/>.
- 5 The partnership known as "2CUL" between Columbia and Cornell, is described here: <http://test.2cul.library.cornell.edu/>.
- 6 HathiTrust is a partnership of major research institutions and libraries designed to preserve and provide access to the cultural record. For more information, see: <http://www.hathitrust.org>.
- 7 See: <http://www.lib.washington.edu/about/news/media/chinese-book-digitization>.
- 8 See: <http://dartproject.org/>.
- 9 The US Department of Education Title VI program administers grants in support of foreign language, area, and international studies at US institutions. For more information, see: <http://www2.ed.gov/about/offices/list/ope/iegps/title-six.html>.

SURVEY QUESTIONS AND RESPONSES

The SPEC survey on Collecting Global Resources was designed by **Wookjin Cheun**, Librarian for Slavic and East European Studies, **Marion Frank-Wilson**, Librarian for African Studies and Head of the Area Studies Department, **Luis A. González**, Librarian for Latin American Studies, Spanish & Portuguese, and Latino Studies, **Akram Khabibullaev**, Librarian for Middle Eastern, Islamic, and Central Eurasian Studies, **Wen-Ling Liu**, Librarian for East Asian Studies, **Andrea Singer**, Librarian for Foreign Government Information and India and Tibetan Studies, and **Noa Wahrman**, Jewish Studies Collection Manager and Bibliographer, at Indiana University Bloomington. These results are based on data submitted by 72 respondents at 67 of the 126 ARL member libraries (53%) by the deadline of April 8, 2011. The survey's introductory text and questions are reproduced below, followed by the response data and selected comments from the respondents.

While global resources have long been an important collection focus for large research libraries in the US and Canada, the topic has taken on increased significance as more emphasis has been given to research both in traditional area studies disciplines and in international studies across all fields.

Collection managers working with global resources face a number of complex situations. They have to balance their libraries' move towards heavier reliance on electronic sources with the reality that many resources in their world areas only exist in print. They need to stay informed about new trends in electronic publishing in their respective world areas, while keeping track of developments in the print world. They must have strong subject backgrounds in their disciplines and be conversant in current technology trends. Also, the discourse has shifted recently towards a larger view of "collections as service." Collections are no longer regarded as an end in themselves, but rather as a way to provide better service to library users. In this context, there is a growing awareness among library administrators and librarians that collecting global resources needs to be combined with intense liaison and outreach activities that will help users access the resources.

In response to the complex framework and context for collecting global resources, research libraries are in the process of implementing new models and frameworks that will have an impact on collections of global resources for the foreseeable future. The purpose of this survey is to identify trends, practices, and challenges in collecting global resources in ARL member libraries at a time of political and economic change and of significant changes in scholarly communication and collection management strategies. It explores collection focus and expenditure trends; staff organization; selection, acquisition, preservation, and discovery strategies; public service and outreach activities; and measures taken to overcome challenges.

For this survey, global resources are defined as print and electronic library materials that are published outside the United States and Canada in any language on any topic. This may include but is not limited to traditional area studies materials, and it is **not** limited to resources typically associated with the field of Global Studies. Global resources librarians are defined as librarians working with global resources as described in this survey.

GLOBAL RESOURCES COLLECTIONS

1. In the matrix below, please indicate in which global resources areas and which formats your library has **significant research collections**. Check all that apply. N=64

Collection Focus	N	Monographs		Serials		Maps	Audio/ Visual	Microform	Digitized
		Print	Electronic	Print	Electronic				
West European Studies	44	44	20	44	30	19	19	27	16
Latin American Studies	39	39	11	34	24	21	19	23	13
East Asian Studies	38	38	22	34	30	21	25	27	17
Slavic and East European Studies	34	33	6	31	15	17	15	21	9
African Studies	28	27	7	22	18	12	14	16	9
Jewish Studies (non-English)	28	26	3	21	13	10	12	13	4
South Asian Studies	26	25	7	19	13	19	17	16	8
Islamic Studies	25	24	4	19	12	9	10	9	5
Middle Eastern Studies	24	22	6	17	13	12	12	13	6
Southeast Asian Studies	12	12	1	11	5	7	7	7	4
Tibetan Studies	12	12	6	7	4	5	4	3	5
Central Eurasian Studies	11	10	3	11	5	8	4	9	3
Other area	20	20	7	17	12	11	11	11	6
Number of Responses	64	64	36	57	51	38	39	47	34

Please briefly describe the focus of the “Other area” in which the library has significant research collections. N=25

Archeology: world wide (all categories); Oceania: print monographs, print serials.

Arctic Studies.

Byzantine and Modern Greece Studies: The Modern Greek Collection in the John Miller Burnam Classical Library at the University of Cincinnati contains valuable research materials in the field of Byzantine and Modern Greece Studies. Considered to be one of the finest collections in this field in the United States, it is also one of the largest—over 55,000 volumes. Major collection efforts began in the early 1930s, due to the work of Professor Carl Blegen and the generosity of William and Louise Taft Semple. We continue to collect research materials internationally without regard to language or country of publication, although many of these titles are Greek publications.

Chinese art. Collections are not large, but are significant because they are not widely available.

Classical Studies: Collection efforts focus comprehensively on all aspects of the ancient Greek and Roman world, including the Bronze Age in the Eastern Mediterranean region. Library materials, in print and other formats, cover history, archaeology, language and literature, art, numismatics, science and technology, papyrology, epigraphy, and patristics. The Classics Library offers extensive coverage in materials on Byzantine and Modern Greece and strong coverage in titles on Egypt and the Ancient Near East and on paleography.

Earth Sciences: depth in hydrocarbons, structure-tectonics, paleontology, sedimentology.

Fine art and architecture holdings are significant for all areas, including East Asia. Human Rights is another significant collecting program that spans all world areas and includes significant archival and digital materials. We have not pursued extensive digitization of local content with the exception of the East Asian studies area and Western Europe.

Hellenic Studies/Modern Greek Studies.

Icelandic and Old Norse Studies; Dante, Petrarch Studies.

International government publications and publications from international governmental agencies (UN, etc.); international perspectives on indigenous peoples world wide.

Irish Studies. (2 responses)

May 4th special collections, liquid crystals.

Medieval Studies.

Medieval Studies, including Byzantium.

Melanesian Collection, Spanish Civil War.

Note: Latin American Studies includes the Hispanic Caribbean.

Note: the Western European collection strength is mainly to do with Icelandic materials.

Oceania (including Australia and New Zealand).

Pacific Island Studies.

Scandinavian/Nordic Studies: The Libraries collect extensively and intensively in this area, both historic and contemporary, in all formats.

The Libraries has significant Middle East and Islamic Studies collections not described in this survey.

We are beginning to develop a collection in Latin American Jewish literary and cultural studies.

We have a Cuban Heritage Collection, which focuses specifically on Cuba and the Cuban Diaspora worldwide.

We have research level collections on Egypt and South Africa, mostly print books and print serials.

	Print Monographs	Electronic Monographs	Print Serials	Electronic Serials	Maps	Audio/visual	Microforms	Digitized
Arctic Studies	√		√		√			
Byzantine and Modern Greece Studies	√		√	√	√	√	√	
Chinese art	√							
Classical Studies	√	√	√	√	√	√	√	
Earth Sciences	√		√	√	√			√
Fine art	√	√	√	√		√	√	√
Hellenic Studies / Modern Greek Studies	√		√		√		√	√
Icelandic and Old Norse Studies; Dante, Petrarch Studies	√		√					

	Print Monographs	Electronic Monographs	Print Serials	Electronic Serials	Maps	Audio/visual	Microforms	Digitized
International government publications	√		√	√	√	√		
Irish Studies	√		√	√		√	√	
Irish Studies	√	√	√	√	√	√	√	√
Medieval Studies	√		√	√			√	
Medieval Studies including Byzantium	√							
Melanesian Collection, Spanish Civil War	√	√	√	√	√	√	√	√
Oceania	√							
Pacific Island Studies	√	√	√	√	√	√	√	
Scandinavian/Nordic Studies	√	√	√	√	√	√	√	√
Latin American Jewish	√		√			√		
Cuban Heritage Collection	√	√	√	√	√	√	√	
Egypt and South Africa	√		√					

2. In the matrix below, please indicate in which global resources areas and which formats your library is actively collecting. Check all that apply. N=68

Collection Focus	N	Monographs		Serials		Maps	Audio/Visual	Microform	Digitized
		Print	Electronic	Print	Electronic				
Latin American Studies	52	52	22	41	35	19	29	19	21
West European Studies	51	51	29	40	44	16	24	17	22
East Asian Studies	50	49	26	43	38	16	26	12	23
Slavic and East European Studies	43	42	17	37	28	13	21	18	14
African Studies	41	41	17	29	27	12	17	14	16
Islamic Studies	38	38	13	28	20	5	10	7	10
South Asian Studies	37	36	14	27	24	16	17	11	13
Jewish Studies (non-English)	37	35	8	29	19	6	13	10	11
Middle Eastern Studies	36	36	11	28	22	12	17	12	12
Southeast Asian Studies	22	21	9	16	11	6	8	7	9
Central Eurasian Studies	19	18	8	13	10	6	6	4	5
Tibetan Studies	16	15	8	6	5	2	7	3	5
Other area	24	22	9	17	12	10	11	9	6
Number of Responses	68	68	45	59	59	34	43	36	39

Please briefly describe the focus of the “Other area” the library is actively collecting. N=25

Actively developing Middle East and Islamic Studies collections that are not described in this survey.

Arabic Studies.

Archeology (all categories); Oceania (print monographs).

Archiving web pages (via ArchiveIT addressing Mexican street graphics and energy policy and dialog in South America).

Arctic Studies.

Byzantine and Modern Greece—in many areas collecting comprehensively; the exception is Modern Greek literature texts—still collecting literature history, criticism, bibliography; in some areas, collecting historical studies—e.g., law, military science, technology.

Caribbean Studies, which is also collected as part of Africana, Latin American Studies, and North American Studies.

Caribbean Studies.

China Studies.

Circumpolar or northern studies.

Classical Studies: incorporating all aspects of the ancient Greek and Roman world.

Earth Sciences.

Hellenic Studies—limited collecting.

Hellenic Studies.

Icelandic and Old Norse Studies; Dante, Petrarch Studies.

International Development.

International perspectives: indigenous peoples. International government publications; international governmental organizations: electronic if possible.

Irish Studies.

Medieval Studies. (2 responses)

Melanesian Collection.

Oceania (including Australia and New Zealand).

Pacific Island Studies.

Scandinavian/Nordic Studies.

We have a Cuban Heritage Collection, which focuses specifically on Cuba and the Cuban Diaspora worldwide.

	Print Monographs	Electronic Monographs	Print Serials	Electronic Serials	Maps	Audio/visual	Microforms	Digitized
Arabic Studies	√					√		
Arctic Studies	√		√					
Byzantine and Modern Greece Studies	√		√	√				
Caribbean Studies	√		√					
Caribbean Studies	√	√	√		√	√		
Chinese Studies	√		√					
Circumpolar or northern studies	√	√	√	√	√	√	√	√
Classical Studies	√	√	√	√	√	√	√	
Earth Sciences	√		√	√	√			
Hellenic Studies	√		√		√		√	√
Hellenic Studies	√		√					
Icelandic and Old Norse Studies; Dante, Petrarch Studies	√		√					
International Development	√	√		√				
International perspectives	√		√			√		
Irish Studies	√		√	√		√	√	
Medieval Studies	√		√	√				
Medieval Studies	√							√
Melanesian Collection	√	√	√	√	√	√	√	
Oceania	√	√	√	√	√	√	√	√
Pacific Island Studies	√	√	√	√	√	√	√	
Scandinavian/Nordic Studies	√	√	√	√	√	√	√	√
Cuban Heritage Collection	√	√	√	√	√	√	√	√

Comments N=21

Byzantine and Modern Greece Collection Policy—Intellectual Level of books: Scholarly only, with the exception of popular guides to ancient/Byzantine archaeological sites and museums. Subject areas:

- All aspects of Aegean Prehistory, ancient Greece and Rome, Byzantium, and Greece during the Tourkokratia— literature, language, history, law, archaeology, numismatics, ancient science and technology, etc.
- Byzantine Empire—comprehensive
- Modern Greek critical editions of ancient Greek and Roman authors
- Modern Greek translations of ancient authors, if they have scholarly notes
- Religion: the history of the Church and its relation to the Greek Nation—comprehensive
- History: the Revolution to the present—comprehensive
- Less comprehensive coverage for the Greeks in Asia Minor and the Balkans, as well as Balkan and Ottoman history
- Economics: Statistical and historical studies of the Greek economy—comprehensive, including Greece and its relation with the EU.

- Geography: Historical geography of Greece—comprehensive
- Anthropology and folklore of Greece and its neighbors—comprehensive
- International affairs with respect to Greece and its neighbors—comprehensive
- Education and its role in Greek nationalism—comprehensive
- Greek law—Historical studies only
- Architecture—Historical coverage of Greek village and city architecture, city planning—comprehensive
- Greek language and its development from antiquity to the present—comprehensive
- Modern Greek literature (texts)—English translation only. The collection of Modern Greek poetry and novels had to cease in the early 1990s when the position for Modern Greek Studies bibliographer was eliminated. We do have an excellent Modern Greek literature collection published prior to that time and we do continue to collect literary history, criticism and bibliography.
- Technology—Historical studies only
- Naval and Military Science—Historical studies only
- Bibliographies—comprehensive regarding all areas of Byzantine and Modern Greek civilization

Classical Studies: Collection efforts focus comprehensively on all aspects of the ancient Greek and Roman world, including the Bronze Age in the Eastern Mediterranean region. Library materials, in print and other formats, cover history, archaeology, language and literature, art, numismatics, science and technology, papyrology, epigraphy, and patristics. The Classics Library offers extensive—comprehensive in many areas—coverage in materials on Byzantine and Modern Greece and strong coverage in titles on Egypt and the Ancient Near East and on paleography. Library holdings currently total over 244,000 items in the library facility. An additional 8,000 volumes of Modern Greek literature materials are stored in the Southwest Ohio Regional Depository. The Classics Library currently subscribes to approximately 2,000 serials and monographic sets. These subscriptions permit our users to have access to extensive holdings in the major periodicals and serials in Classical Studies. Most of the collection is comprised of monographs and journals; however, the library offers access to many electronic databases specific to the field of classics, including the major bibliographic indexes: *L'Annee Philologique* and *Dyabola*. In addition, the library owns many subject specific databases and paper indexes, along with important image databases. Additionally, the library has a significant collection of 19th century German dissertations and *Programmschriften*, as well as microform and audio-visual holdings. The library's growth rate is approximately 5,000 volumes per year. Recent purchases have strengthened the holdings in the areas of patristics, papyrology, and early editions of Greek and Latin authors. Classics researchers have also benefited from electronic resources supplied by OhioLINK and the University of Cincinnati Libraries, including electronic journals on the Electronic Journal Center at OhioLINK and the locally supported JSTOR journal packages. Electronic copies of monographs are made available in NetLibrary, Oxford University Press, the History E-Book Project, Oxford Reference Online, the Making of America collection, Eighteenth Century Collections Online, and the Early English Books Online. Finally, the collection of Hebrew Union College is useful in providing supplemental material, especially in the areas of Near Eastern archaeology and Judaic studies. Selection of current materials, at an upper-division and graduate/ research level in all European languages, is as exhaustive as possible; likewise, retrospective purchasing is actively pursued. When new serial subscriptions are established, available back volumes are purchased. Although a majority of materials are purchased through individual titles, we have three foreign language approval plans: Harrassowitz (begun in the 1960s); Casalini (1986); and, Puvill (mid 1980s). English language titles are provided by Yankee and supplemented by slips from B.H. Blackwell. Book Notification Slip Plans include YBP, Blackwell, Oionos, Aux amateurs, Harrassowitz, Casalini, and Puvill.

Distinctions between print and electronic are less important than having content in an accessible format, whatever that may be.

FSU is just beginning to expand its holdings in the humanities to include e-books in significant numbers. For now, we collect print monographs but they may be changing, and changing soon.

Immigration History Research Center focuses on materials produced by immigrants to the United States. While we have large collections of materials produced after immigration, we only have large collections of “global resources” produced outside of the US from post-World War II displaced persons.

Latin American Studies include Iberia—Spain & Portugal. East Asian Studies include Southeast Asian Studies. West European Studies include Scandinavia/Norden. Slavic & East European Studies include Central Eurasian Studies.

Mainly using LC programs in South East Asia and Middle East.

Middle Eastern Studies has been a focus in only the last five years. There is a special interest in audiovisual materials at Iowa, given the stature of our film school. We have started adding more electronic databases for Japanese and Korean collections. West European, Slavic and East European, and Central Eurasian Studies collection activity is limited to known faculty interests, requests, and basic (English language) coverage.

Other than Earth Sciences and the Latin American Collection, the Map Librarian acquires maps; some are supplied through the LC Cooperative Acquisitions Programs. For the digitized material, we acquire as one-time purchases when possible; e.g., some Alexander Street Press and Adam Matthews databases and each section of the World Newspaper Archive.

South Asia Collection: Buy materials in all formats, according to content and scholarly worth/potential.

The United States National Archives is the repository for the permanently valuable records of the Federal government and Presidential materials from Herbert Hoover through George W. Bush, essentially no materials published outside the United States.

There are few electronic monographs available in the vernacular in the world areas we collect. A US or European publishing model cannot be applied.

We also collect comprehensively on Global Studies because we have a large undergraduate major in this subject.

We also collect *rare* print and manuscript material for South Asia, Judaica, Latin America, Middle East, and West European.

We're actively collecting spatial data, although our print map collecting is more limited.

We are interpreting digital to be digitization of things originally published outside the US or photographs taken by non-US photographers. Tibet is included under China and is not a separate field or focus.

We are just about to begin collecting Chinese e-books.

We do not collect according to geographic areas. Our selectors are subject specialists who collect in whatever media is available from whatever area of the world it is available to support curricular and research needs.

We do not collect any materials of significance published outside Canada or the US in any of these areas.

While our significant graduate research collection strengths are in Africana and Western European Studies, our collections are extensive enough to provide some resources in almost all of these areas.

SOURCES OF FUNDING FOR GLOBAL RESOURCES COLLECTIONS

3. In the matrix below, please indicate the sources of funding for global resources that the library is **actively collecting**. Check all that apply. N=68

Collection Focus	N	Materials Budget	Endowment	Gifts	Grants	Other Funding Source
East Asian Studies	53	50	26	30	25	14
Latin American Studies	53	52	24	24	14	7
West European Studies	52	52	23	24	11	7
Slavic and East European Studies	45	44	18	18	14	5
African Studies	43	42	9	14	8	5
Islamic Studies	40	40	11	11	9	5
South Asian Studies	39	36	10	12	11	6
Middle Eastern Studies	39	39	10	13	11	4
Jewish Studies (non-English)	38	32	24	21	8	4
Southeast Asian Studies	25	24	9	9	7	1
Central Eurasian Studies	24	23	4	6	7	3
Tibetan Studies	19	19	4	2	2	4
Other area	23	22	12	11	3	3
Number of Responses	68	68	43	50	40	21

Please briefly describe the "Other area." N=23

Arabic Studies.

Archeology (materials budget, endowment); Oceania (materials budget).

Arctic Studies.

Byzantine and Modern Greece: Most funding for the acquisitions of materials for the Classics Library, which includes the Byzantine and Modern Greek collections, comes from the Semple Fund, which was established by Louise Taft Semple for the Classics Department. General funds and gift funds constitute a small percentage of the acquisitions funding. Collection acquisitions funds are requested from the Classics Department on an annual basis and come from the Semple Fund.

Caribbean Studies.

China studies.

Circumpolar or northern studies.

Classical Studies.

Earth Sciences. For this survey, we've included our Classics collection in Western European Studies.

Engineering, Chemistry, Vet Medicine.

Hellenic Studies.

Hellenic Studies/Modern Greek Studies.

Icelandic and Old Norse Studies; Dante, Petrarch Studies.

Indigenous peoples—international perspectives.

International Development.

Irish Studies. (2 responses)

Medieval Studies. (2 responses)

Melanesian Collection.

Oceania (including Australia and New Zealand).

Pacific Island Studies.

We have a Cuban Heritage Collection, which focuses specifically on Cuba and the Cuban Diaspora worldwide.

	Materials Budget	Endowment	Gifts	Grants	Other Funding Source
Arabic Studies	√		√		
Archeology	√	√			√
Arctic Studies	√				
Byzantine and Modern Greece	√	√	√		
Caribbean Studies	√				
China studies	√	√			
Circumpolar or northern studies	√		√		
Classical Studies	√	√	√		
Earth Sciences	√	√	√		
Engineering, Chemistry, Vet Medicine.	√				
Hellenic Studies	√				
Hellenic Studies/Modern Greek Studies	√	√			
Icelandic and Old Norse Studies; Dante, Petrarch Studies	√	√	√		
Indigenous peoples	√		√		
International Development	√				√
Irish Studies	√	√			
Irish Studies	√	√	√		

	Materials Budget	Endowment	Gifts	Grants	Other Funding Source
Medieval Studies	√				√
Medieval Studies	√	√			
Melanesian Collection	√	√	√	√	
Oceania	√				
Pacific Island Studies	√		√	√	
Cuban Heritage Collection	√	√	√	√	

Please briefly describe the “Other funding source.” N=24

Academic department support for special acquisitions, such as cost sharing and subject related acquisitions.

Classical Studies funding: Most funding for the acquisitions of materials for the Classics Library collections comes from the Semple Fund, which was established by Louise Taft Semple for the Classics Department. General funds and gift funds also constitute a small percentage of the acquisitions funding. Semple funds are requested from the Classics Department on an annual basis.

East Asian: Through membership in the Indo-Canadian Shastri Institute. Icelandic gets funding from the government of Iceland related to U Manitoba’s former depository status.

End of year funds; calls for new resources; NEH.

External program support for staffing.

Faculty allocated library funds; academic department one-time funds; Central Administration one-time funds for specific areas or projects.

FSU is actively seeking donors whose name we may brand on electronic resources—databases with recurring costs are our biggest challenge right now. We have enjoyed stimulus funds to supplement our materials budget last fiscal year, this current fiscal year, and the upcoming fiscal year. I have been in contact with University of Florida, which collects extensively in South Asia and Southeast Asia, and we have informally agreed that Florida State University will collect in Tibet and East Asia, while UF will handle South and Southeast Asia. UF has an endowed Judaica collection, so I purchase materials in Ancient Judaism and Early Christianity, but for modern materials, UF acquires it all for Judaica.

Funding from area studies centers that is not Title VI but comes from their own budgets.

Funds from the department earmarked for library materials.

Gifts-in-kind from donors.

Gifts-in-kind from donors, particularly subject/area-focused collections of significant size. Donations/exchanges of materials for our collection received from partnered international libraries.

Government Depository.

Grants = US Department of Education Title VI Grants.

Grants: Indirectly through university grant for Chinese historical project; Korea Foundation. Some one-time gifts (Vietnamese collection). For South Asian: Shastri Library Programme, membership/fee based.

Occasionally an academic department or professor provides funds from one of their endowments. East Asia has received support from Japanese and Korean foundations. We have endowments for research materials in Liberal Arts and

expensive illustrated works that are not limited to any single department or subject but used as appropriate. Our Title VI Centers all give varying amounts for library support.

Occasionally from outside sources.

Recruitment grants awarded to faculty by the university as part of their hiring. Funds are controlled by faculty members but designated specifically for purchases of materials to develop collections in new areas.

Salary savings.

South Asian: Other funding source is Shastri Indo-Canadian Institute. Central Eurasian: Other funding source is Mongolian State University of Agriculture Exchange Program.

The library's Board of Governors (BoG) annually supports collection-building initiatives through a competitive process; Board of Governors funds are technically considered gifts and hence are included above as both "gifts" and "other," although the "gifts" column includes other gifts as well as BoG. Special support is also available, on a competitive basis, for desiderata. There is also special funding available from other academic units across campus, under special circumstances.

Through the international studies centers on campus, we sometimes have access to Title VI money for acquisitions.

Title VI funding; exchange; funding from academic centers and departments.

Title VI funds from the Center for East Asian Studies; OSU Slavic Center.

We do not pay for print materials; they are donated by ethnic communities and donors. They are preserved and made accessible with the assistance of ethnic studies funds raised largely from ethnic community members and archives supporters.

GLOBAL RESOURCES EXPENDITURE AND COLLECTING TRENDS

4. Compared to five years ago, are **expenditures** (in absolute dollars) for global resources materials today more, less, or about the same? Check all that apply. N=69

Collection Focus	N	More	Less	About the Same
Latin American Studies	57	24	13	20
East Asian Studies	55	21	11	23
West European Studies	54	15	20	19
Slavic and East European Studies	51	11	18	22
African Studies	50	19	11	20
South Asian Studies	46	16	11	19
Middle Eastern Studies	46	25	10	11
Islamic Studies	45	26	8	11
Jewish Studies (non-English)	41	15	9	17
Southeast Asian Studies	35	9	8	18
Central Eurasian Studies	34	6	7	21
Tibetan Studies	28	6	9	13
Other area	21	11	2	8
Number of Responses	69	47	31	48

Please identify the collection focus of the "Other area." N=21

More

Archeology.

Byzantine and Modern Greece Studies.

China studies.

Circumpolar or northern studies.

Classical Studies.

Earth Sciences.

Icelandic and Old Norse Studies; Dante, Petrarch Studies.

Irish Studies. (2 responses)

Medieval Studies.

Oceania (including Australia and New Zealand).

We have a Cuban Heritage Collection, which focuses specifically on Cuba and the Cuban Diaspora worldwide.

Less

Arabic Studies.

Hellenic Studies.

Oceania.

About the Same

Arctic Studies.

Caribbean Studies.

International Development.

International perspectives: indigenous peoples.

Medieval Studies.

Melanesian Collection.

Pacific Island Studies.

5. In the next five years, do you expect **expenditures** (in absolute dollars) for global resources materials to be more, less, or about the same as today? Check all that apply. N=69

Collection Focus	N	More	Less	About the Same
Latin American Studies	56	19	9	28
East Asian Studies	55	20	10	25
West European Studies	53	10	15	28
African Studies	51	14	9	28
Slavic and East European Studies	49	11	15	23
South Asian Studies	46	13	10	23
Islamic Studies	46	19	8	19
Middle Eastern Studies	46	17	9	20
Jewish Studies (non-English)	44	13	6	25
Southeast Asian Studies	37	8	9	20
Central Eurasian Studies	34	6	8	20
Tibetan Studies	30	3	8	19
Other area	24	9	2	13
Number of Responses	69	38	25	53

Please identify the collection focus of the "Other area." N=23

More

Byzantine and Modern Greece Studies.

Circumpolar or northern studies.

Classical Studies.

Earth Sciences.

Icelandic and Old Norse Studies; Dante, Petrarch Studies.

Irish Studies. (2 responses)

Oceania (including Australia and New Zealand).

We expect to add endowment funding for Jewish Studies soon.

We have a Cuban Heritage Collection, which focuses specifically on Cuba and the Cuban Diaspora worldwide.

Less

Medieval Studies.

Melanesian Collection.

About the same

Arabic Studies.

Archeology (same); Oceania (same).

Arctic Studies.

Caribbean Studies.

China studies.

Given the current economic climate, which in our case means a flat budget at least for the coming year (and unknown for the next few years), we expect expenditures to be about the same. We do not feel that this reflects a lack of commitment to global resources; it is a library-wide situation.

Hellenic Studies.

International Development.

International perspectives: indigenous peoples.

Medieval Studies.

Pacific Island Studies.

6. Compared to five years ago, are the **numbers of global resources items** the library is acquiring today more, less, or about the same? Check all that apply. N=67

Collection Focus	N	More	Less	About the Same
Latin American Studies	55	22	15	18
East Asian Studies	54	25	16	13
West European Studies	52	11	19	22
Slavic and East European Studies	50	13	23	14
African Studies	47	17	13	17
South Asian Studies	45	15	16	14
Middle Eastern Studies	44	21	15	8
Islamic Studies	42	24	11	7
Jewish Studies (non-English)	42	14	13	15
Southeast Asian Studies	36	9	14	13
Central Eurasian Studies	32	5	12	15
Tibetan Studies	28	6	9	13
Other area	22	7	3	12
Number of Responses	67	44	38	47

Please identify the collection focus of the "Other area." N=22

More

Archeology.

China Studies.

Circumpolar or northern studies.

Irish Studies. (2 responses)

Medieval Studies.

Oceania (including Australia and New Zealand).

We have a Cuban Heritage Collection, which focuses specifically on Cuba and the Cuban Diaspora worldwide.

Less

Arabic Studies.

Hellenic Studies.

Oceania.

About the Same

Arctic Studies.

Byzantine and Modern Greece Studies.

Caribbean Studies.

Classical Studies.

Earth Sciences.

Icelandic and Old Norse Studies; Dante, Petrarch Studies.

International Development.

International perspectives: indigenous peoples.

Medieval studies.

Melanesian Collection.

Pacific Island Studies.

Note: several funds were given budget increases to be able to acquire the resources needed for these world areas; for the areas checked with 'less' we note that our flat budget was not able to keep up with price increases/inflation.

7. Please estimate the percentage of electronic (digital and digitized) materials in your library's global collections. N=52

Minimum	Maximum	Mean	Median	Std Dev
0	63	14.12	9	15.88

Percentage	Responses
0	1
1-4	7
5-9	18
10-14	9
15-19	5
20-24	2
25+	10

8. Please estimate the percentage of global resources expenditures that are spent on electronic materials. N=54

Minimum	Maximum	Mean	Median	Std Dev
0	45	14.89	11	11.98

Percentage	Responses
0	3
1-4	6
5-9	12
10-14	8
15-19	6
20-24	6
25+	13

9. In the next five years do you expect the relative percentage of electronic materials and the expenditures for electronic materials to increase, decrease, or stay about the same? N=62

	N	Increase	Decrease	Stay About the Same
Percentage of electronic materials	58	47	—	11
Expenditures for electronic materials	57	45	1	11
Number of Responses	62	52	1	13

Additional Comments N=30

Above estimates are simply guesses. No research or analysis done.

As more materials become available electronically and provide stable access, undoubtedly we will increase our electronic purchases appropriately. Additionally, our electronic resources will continue to grow as part of our membership in OhioLINK.

Cannot estimate in this area.

Conversion of print to digital.

Depending on the type of resource, our overall materials expenditures have either declined from five years ago or at best kept up with inflation. We are not spending proportionally less on global resources, nor has our commitment to acquiring this type of material weakened, but budget limitations have had an impact on all collecting areas.

Electronic databases, serial, or monograph packages, are typically funded on electronic resource funds, not global/ international studies funds. Only individual monographs and some serial titles are funded by global/ international studies funds.

Electronic resources are funded from a central fund and we do not currently divide it up among subjects collected; this is currently under review by our Collection Development and Management Committee.

Estimated percentage of electronic materials is for serials only. Global resources are not funded separately.

Estimates.

European languages have an endowment, which can be spent on ebooks but not on serials or databases.

For questions above we chose to limit resources to area studies, and did not include any major global vendors such as Blackwell, Elsevier, Springer, etc. If we broaden the definition to include those vendors, then expenditures would go up but it would be difficult to calculate.

German Studies: Very rough estimate for German Studies materials only. Slavic and East European Studies: Addition commercial products, as well as special collections-funded projects are multiplying. Faculty/student demand for enhanced accessibility of digital versions of older, paper-based resources is increasing. South Asian Studies: Hard to know. Many of what I count as global resources—such as world newspapers on Library Press Display—are purchased centrally, sometimes in vendor bundles.

In several areas, spending has shifted to support new faculty, or the Libraries have received additional/lost Title VI support. Since our state and the university are facing potentially deep budget reductions, the outlook for the next five years is unpredictable. I have generally opted for “less,” even if the primary selector was more optimistic. Should funding remain at current levels, there would be some shifts, but we might be able to remain at current levels in some areas. Compared to five years ago, several areas have benefitted from gifts-in-kind or one-time funding; however, purchasing power for international materials is generally less. The percentage for electronic materials overall may be low; however, we do not have an accurate breakdown of titles for global resources in some of our journal packages/databases. The estimated expenditure is based primarily on current database costs and does not reflect any portion of costs for titles such as LexisNexis or Factiva, one-time purchases, or parts of journal packages. If our funding remains about the same, I expect additional expenditures for electronic materials. If there are reductions, it is clear that some electronic resources will be affected.

In the vernacular, area studies just does not have much electronic material published. There are exceptions like East Asia, Middle East, and Western European. The percentage of each fund dedicated to electronic materials is relatively low—about 5%. However, if you add in content from general databases like Academic Search Premier the percentage is higher (10–15%), but these come from a general collection fund.

It is likely that our commitments to “big deals” in the future will put increasing pressure on the discretionary funds available for selecting individual foreign published journals and monographs. Even among East Asian countries, types of available electronic materials differ greatly. China and Korea currently offer more electronic monographs and journals than Japan.

More interest in vendor community in publishing digital foreign materials.

Percentage above refers to materials in East Asian Studies.

Primarily, electronic materials for this area are received through our membership in OhioLINK and they consist of e-journals and books available in e-book packages. Other e-journals and digitized books that may be used for this research area are available free from various Greek library sites and other web sites.

Some parts of the world are not producing their own digital resources, rather they are being produced or vended in the US using their materials. This makes answering these questions a challenge. Based on FY10 materials expenditures: 48.53% of the total collection budget is spent on electronic materials; 78.83% of the total serials expenditures is spent on electronic materials. Our budgeting for digital resources is by subject/world area, not imprint; also we don't collect statistics for e-books vs. print books by imprint.

The figures above are educated estimates; these percentages are hard to determine. Another educated guess is that area/global studies is a growing part of our collection expenditures. This has to do with the changing nature of general

collections in research libraries; the move for the core, general English-language publications into more of a “collective collection,” and an emphasis on the unique and special as what differentiates a research library; global materials may be important in this arena.

The percentage above includes all resources, in all disciplines. No separate numbers are kept for global resources.

These estimates are complete guesses!

These figures represent averages of the estimates of all of our international bibliographers. Each area was slightly different.

This is based on educated guess, not data. Our fund coding is not set up by country or geographic area.

We catalog freely available resources and records for free ejournals are fed into our OPAC. So we ask ourselves, are these part of our “collections”? We archive websites but costs come from tech services/digital budgets, not collections budgets. Our expenditure estimates do not include Western Europe and are based on percentages of dedicated area studies funds, expended on resources that are specifically from/about world areas. Our estimates do not including purchases of large packages and aggregator databases with area-related content, as such expenditures would be impossible to calculate.

While more will be expended overall for electronic materials, this will not be uniform across all global studies areas. In some areas, more digital content is available than in others.

While we assume some increase, we do not expect that increase to be significant.

STAFF ORGANIZATION

10. Please indicate whether staff in a distinct global resources unit(s) handle collection management and public service functions for global resources or whether global resources are handled the same as other collections. Check all that apply. N=64

	N	Distinct Unit(s)	Same as Other Collections
Selection	64	23	47
Acquisitions	64	14	57
Cataloging/processing	64	18	53
Public service/outreach	63	25	44
Print preservation	63	1	63
Digital preservation	61	2	60
Digitizing	60	5	58
Number of Responses	64	25	64

11. If your library has a distinct unit(s) for global resources collection management and public services, when was the unit created? N=25

Year created: 1902 to 2009

Before 1950	7
1950–1999	17
2000–2009	3

12. If your library does not have a distinct unit(s) for global resources collection management and public services, do you anticipate creating such a unit in the next five years? N=45

Yes	1	2%
No	44	98%

13. If your library has reorganized to create distinct public service units, please describe briefly what the structure was before and after reorganization; what were the goals of the reorganization; whether the impetus for reorganization come from outside or within the library organization; whether outreach and access improved as a result of the reorganization, etc. N=20

A separate East Asia Library (for CJK, plus Tibetan and Mongolian), complete with collections and collection development, reference, and technical services staff, was established in 1976. A separate International Studies division (supporting Slavic and East European, Near Eastern, South Asian, and Southeast Asian collections) was established about the same time to bring together librarians and staff with expertise in these areas and languages. However, the resources for these areas are integrated into the campus's main library collections.

Africana, East Asia, and Southeast Asia were major areas of collecting emphasis, and subject specialists representing these areas were brought together on one floor of the library in the Center for International Collections. The impetus came from within the organization. The concept was to bring select staff with an "international focus" together in one unit to improve efficiency and service.

Area studies is managed by the Associate Director for Special Collections and Area Studies. This unit was created in 2011. Previously, area studies librarians were integrated into the Public Services division at Ohio State. Too soon to estimate any changes based on this reorganization.

Before, we had a Subject and Area Librarians Unit, a Research Collections Reference Department, and an Information Commons, etc. After, we created new departments: Area Studies, Arts/Humanities, Social Sciences, Sciences, and interdisciplinary working groups to be affiliated with each department; Goal: Recognizing that users visit libraries less and increasingly access information remotely, with the new structure we hope to be able to develop more targeted, personalized library services and increase our outreach activities. This new approach goes hand-in-hand with the notion that collections are a public service (rather than an end in themselves).

Currently working on a reorganizational proposal to consolidate the three departments that work with global resources into one.

In 1995, there were three distinct units: Slavic Studies, Department for Spain, Portugal, and Latin America (SPLAT), and the East Asian library. An African studies librarian worked within the reference and documents unit. In that year, one person was appointed as head of all three units. This was a rotating position on a three-year cycle. Before the three-year cycle was over, that person had been appointed permanently. A few years later, the African studies librarian also began to report to the head of the area studies units while still remaining part of the Reference and Documents unit. Within this structure, each of the three area studies departments functioned separately with its own processing unit which included Acquisitions—processing of approval plans, gifts, exchanges, ordering, serials check in, and cataloging. East Asian was responsible for its own binding. In 2000, SPLAT ceased to be responsible for serials check in and cataloging. In 2005, there was a major reorganization. The three major area studies departments, plus the African bibliographer, were moved together into one large office unit. The African bibliographer ceased duties in Reference and Documents. The library also adopted a subject council structure and one of the councils was dedicated to area studies and cultures. Area studies continued to function as a unit, but we also had our own subject council. A few years ago when the Libraries abandoned the council structure, the area studies unit was renamed the International Area Studies unit. The departments continue to function somewhat semi-autonomously. The Head of the International Area Studies became a more formalized administrative position. Prior to 2005, the area studies units functioned as primarily technical services departments, although we were the first librarians to engage in large-scale instruction and outreach. Slowly over the past five years, technical service duties have migrated and become centralized. This has been a slow but relentless process over the last five years. Although the East Asian Library (Japanese, Korean, Chinese) is discouraged from cataloging, the department catalogs DVDs, rush books, reference books, some gifts, serials, and maps. The rest is outsourced to OCLC. Anything that cannot be outsourced is routed to the East Asian Library to catalog. They also fix incorrect cataloging records. Chinese materials are ordered by the Acquisitions Department. Anything in Korean or Japanese is ordered by the East Asian library staff. The Department for Spain, Portugal, and Latin America (SPLAT) received and processed approval plan shipments and invoices, and was responsible for ordering. These duties migrated to the Acquisitions Department in 2010. SPLAT continues to oversee a large gift and exchange program. The Slavic Studies department has its own acquisitions staff member who is also a member of the International Area Studies Unit. She is responsible for all the ordering, serials checking, processing gifts, opening shipments, processing invoices. She also is the selector for Polish studies materials. The Slavic studies department also has its own integrated cataloger. He is the sole cataloger of Slavic materials and Middle Eastern materials. All technical services are handled within the Slavic studies department. A Middle Eastern fund was established in 2009. The African studies librarian is responsible for selection with help from the Slavic cataloger. All librarians in the International Area Studies unit are responsible for selecting materials, including the Slavic cataloger. All librarians are extremely active in public service, instruction, and outreach. Area studies librarians have been the models for instruction and outreach at this library ever since the late '90s. We teach more than any other librarian at KU except those assigned to the Instructions Unit. We do not work at the reference desk, but we have our own International Area Studies service desk staffed by our student assistants. We engage in large numbers of consultations with students. Reference statistics continue to increase. The impetus for our 2005 reorganization was simply space. We had large processing offices that the Dean wanted for student space. We had to undertake processing and other technical services in the Acquisitions Offices. The divided staff and divided offices made for a difficult situation. We had previously seen our tech services, selecting, instruction, and reference duties as symbiotic. Working in all of these areas at the same time made sense. Problems with acquisitions were not bundled and could be addressed immediately. Communication was optimal. The structure was optimal. It was a model of effectiveness and efficiency. The faculty complained about the divided locations and scattered staff. The new offices were constructed in partial acknowledgement of their concerns. We enjoy being together in one unit, as it has given area studies more visibility and more influence and authority. We are now on the same level of the hierarchy as

branch libraries. However, our present structure that omits many tech services presents many problems for some of us, especially for the East Asian Library and SPLAT. We are not always aware of problems with ordering and receiving, and problems are not always addressed. The symbiotic nature of those duties has not been recognized. Outreach and access has not improved as a result of the reorganization. Outreach has remained the same—at a very high level. Access to the librarians has decreased somewhat as we are now no longer located on the main floor. Our office is located on the upper most floor of the library. Access to materials may have decreased, as tech services no longer functions as smoothly as it did when those responsibilities were in area studies' hands.

In the Woodruff Library subject librarians were organized into four subject teams; one of those teams is Area Studies.

Liaison librarians work with global resources as part of their subject areas.

Our public service units are organized around Undergraduate Services and the Scholars Commons (the latter serving faculty and graduate students).

Question about which staff handle tasks is not as simple as "direct unit" or "same as other collections." Often it's both. Rather than the previous DILARES (Division of Latin American Resources and Services) department which includes cataloging and acquisitions staff, as well as bibliographers and public services staff working exclusively with Latin American Resources and in Latin American public services, our current department—Inter-American Studies—is part of a collections and outreach program that encourages selectors to be increasingly involved with the constituencies they serve. The goal is to move away from the reference desk model toward a more chat/phone/virtual basic reference model bolstered by an expert consultant model, in which the library representatives go straight to the professors, students, campus groups, departments, etc. This means a lot of contact time across campus and service to both Latin "Americanists" and "Latinoists." Our Latin American catalogers and acquisitions specialists are currently in a different department: Cataloging and Acquisition Services.

Same as other collections: Art+Architecture+Planning, David Lam Library (business), Education, Humanities & Social Sciences (including government publications), Law, Music. Distinct branches for Asian materials (vernacular) and First Nations materials/Indigenous materials (Xwi7xwa Library).

Slavic and East European Studies: The Librarian performs acquisitions and advanced public service functions specific to the Slavic and East European field. Previously, librarian for Slavic collections also had other selection responsibilities. South Asian Studies: Consolidated first-response reference services with the rest of the library. Specialized public services and outreach are still in global resources unit. Impetus was library-internal. N/A on the improvement front.

The East Asian Collection is managed by one librarian from within Technical Services, who does selection, cataloging, direct reference, instruction, and ILL support. It has been that way since 1996.

The Global Resources Center was a reiteration of an existing service that had a narrower geographic scope.

The International and Area Studies department was created in 1990 by pulling some bibliographers out of Collection Development. It has grown over the years, as we have added positions (Japan, China, Korea, Judaica) or moved positions from Reference (Middle East, British, and Canadian Studies). Goals were to further the collecting for areas outside the US. Impetus came from within the library. Outreach and access has improved as it has been an explicit part of the mission.

The only distinct unit is the East Asian Library, which acquires and catalogs CJK resources and also provides public services on these materials. Humanities and Social Sciences were reorganized in 2004 with the merging of the Reference Department and the Collection Management Department, so that area and global resources librarians are now required to serve at the general reference desk and provide information literacy instruction. Time devoted to area and global studies is consequently less than pre-merger.

Two administrative units (Area Studies and the C.V. Starr East Asian Library) collect most materials published outside of the US. Western European and British materials are collected by several subject specialists throughout the library system (Western European history and philosophy librarian, Anglo-American history and literature librarian, social sciences librarian, fine arts and architecture librarians, music librarian, etc.) For decades we have followed this structure.

Two previously independent Area Studies libraries (Latin America, Judaica) and two other independent bibliographers (African Studies and Asian Studies) were joined to the Department of Special Collections in about 1997. Other selectors involved with European, Slavic, and Arabic studies remained as part of the Humanities and Social Sciences Library. Main goals were to assign some areas/individuals previously reporting to a director level to report through a department chair. Impetus for change was within. Not sure if outreach and/or access has improved, but there are some issues the different area studies librarians have had in common that have benefited from shared discussions.

We have an East Asian reading room, but there are no plans for other units.

We reorganized collection development in 1996 (impetus from within) moving from mostly geographically based selection to subject-based selection, which fit our curriculum and subject branch structure better. The Collection Development Department was disbanded. Sometime between then and now we developed a cohort of subject specialists from among interested librarians and support staff who are responsible for selection, reference, outreach to their departments, and some library instruction. That is all ancient history for us. We are currently undergoing a reorganization of the entire library structure, not just collection development.

14. How many years of professional experience do the librarians who collect global resources have? For each span of time, enter the number of librarians who have that many years of experience. N=60

Number of Librarians with fewer than 5 years experience

Minimum	Maximum	Mean	Median	Std Dev
0	13	1.03	0	2.12

# of Librarians	Responses
0	36
1	11
2	4
3	6
4	1
5+	2

Number of Librarians with 6 to 10 years experience

Minimum	Maximum	Mean	Median	Std Dev
0	10	1.73	1	1.96

# of Librarians	Responses
0	15
1	21
2	10
3	5
4	2
5+	6

Number of Librarians with 11 to 20 years experience

Minimum	Maximum	Mean	Median	Std Dev
0	14	2.08	2	2.49

# of Librarians	Responses
0	17
1	12
2	13
3	5
4	6
5+	6

Number of Librarians with more than 20 years experience

Minimum	Maximum	Mean	Median	Std Dev
0	24	2.64	2	3.52

# of Librarians	Responses
0	16
1	9
2	9
3	9
4	6
5+	10

Librarian Years of Experience at Each Responding Library

Respondent	< 5 years	6 to 10 years	11 to 20 years	> 20 years
1	0	2	0	0
2	2	3	5	0
3	4	2	1	0
4	3	0	0	0
5	1	0	6	0
6	1	1	4	0
7	2	1	0	0
8	0	0	1	0
9	0	1	1	0
10	1	1	0	0
11	1	2	1	0
12	0	2	1	0
13	0	0	2	0
14	0	0	3	0
15	0	2	0	0
16	0	x	0	0
17	0	0	0	1
18	0	1	4	1
19	1	1	4	1
20	0	1	1	1
21	0	3	1	1
22	3	1	2	1
23	0	1	1	1
24	1	1	2	1
25	0	0	0	1
26	8	7	0	2
27	0	2	2	2
28	1	2	3	2
29	0	5	1	2
30	1	2	0	2
31	0	0	1	2
32	0	1	0	2
33	3	0	2	2
34	0	1	2	2
35	3	0	2	3
36	0	5	3	3
37	0	0	3	3
38	0	3	1	3
39	3	1	4	3

Respondent	< 5 years	6 to 10 years	11 to 20 years	> 20 years
40	0	2	2	3
41	0	1	2	3
42	1	2	3	3
43	2	1	2	3
44	0	4	0	4
45	0	1	0	4
46	0	1	0	4
47	0	1	1	4
48	0	0	4	4
49	0	3	2	4
50	2	5	8	5
51	0	1	2	5
52	0	1	0	5
53	1	1	4	6
54	13	10	14	6
55	3	3	5	6
56	0	4	2	6
57	0	0	0	7
58	1	6	8	8
59	0	0	0	24
60	0	0	x	x

15. The role of global resources librarians is changing, e.g., with regard to their need to stay informed about new trends in electronic publishing while keeping track of developments in the print world and as creators of digital content. Please briefly comment on how the role of global resources librarians is changing at your library. N=48

Academic programs in area studies have often changed focus to international relations/international studies/global studies. This creates a huge need for global resources librarians to change philosophy and redirect subject emphases. In some areas, librarians are spending more time identifying and organizing online sties of global resources.

According to survey definition, our research librarians are considered global resources librarians. They collect materials not limited to North America but other areas in the world. Our librarians keep up with trends and use global resources doing traditional services like collection development, reference, education, outreach to scholarly communications.

All liaison librarians select global resources in support of university programs.

Area Studies librarians have become increasingly involved working with our Digital Library Center on grants and other initiatives that have involved digitizing primary source materials.

Areas of study are increasingly interdisciplinary.

As interests change in our campus community, the library is shifting the assignment of staff time and acquisitions funds. There is increased interest in China, the Islamic world, and Central Asia. Interest in Africa remains strong. The role of

subject specialists now encompasses more liaison with faculty and other library users. Awareness of new options arising from the digitization of content is a growing necessity as well.

Bibliographers need to keep up with trends in electronic publishing for their areas of study, and with new databases and electronic resource. At the same time, the digital infrastructure is not available for some parts of the world. Also, research and teaching is increasingly cross-disciplinary, requiring bibliographers to expand beyond traditional areas of collecting.

Changes are not limited to the role of global resources librarians but affect all liaison librarians. They must be aware of the institutional repository and advise faculty on how to access the services related to it and to other digital collections initiatives, such as data preservation, digitization, and use of digital platforms for collaborative research.

Do not have librarians assigned by global regions.

Electronic tools amplify the work you can do with East Asian legal materials.

Generally, there is more focus and emphasis on global and international studies than ever before. The University of Michigan (UM) has a deeply rooted commitment to international studies, which our President, Mary Sue Coleman, has strengthened and expanded through a variety of initiatives. That focus extends to the library, where we continue to build and expand our already significant international collections. Within this environment, global resources librarians must increase their level of awareness, collaboration, and communication. Like subject librarians, global resources librarians are challenged not only with keeping informed about electronic publishing, copyright, institutional repositories, etc., but also developing methods of sharing and promoting this information with faculty and students. To do so, global resources librarians increasingly participate in library-wide discussions and look to colleagues, such as our Copyright Officer, to facilitate these questions. Global resources librarians also collaborate more on reference and instruction with subject librarians, who increasingly find themselves working with students engaging in research on international or global topics. Global resources librarians are also called to evaluate and purchase electronic resources. This requires developing new evaluation and negotiation skills as well as an understanding of licensing terms and their impacts. In addition, global resources librarians must contend with global information providers whose platforms with pricing models are evolving. At UM, electronic resources are almost always purchased by broad disciplinary teams, but inevitably, global resource librarians must serve as the main contact with global publishers on purchases and maintenance of resources. Because global resources librarians at the library are scattered throughout three separate departments, traditionally these groups worked in isolation. With the recent creation of an International Studies Collection Coordinator, there is more emphasis on sharing information and collaborating across Area Programs and the Graduate Library Reference Department where possible. Recently, Asia Library added a public services librarian, who has also served to bridge the communication gap. Another recent addition is that of Coordinator, Library Global Initiatives, a half-time position that acts as a liaison to campus programs and coordinates library efforts to provide information resources to these programs. This Coordinator does not have collection or selection responsibilities, but does collaborate with global resources librarians on promoting their expertise and services to visiting researchers and international students on campus. Subject guides and collection descriptions on the library's website have increased the visibility of the library's international resources. As a result, global studies librarians are answering more inquiries about collections and resources as well as providing research assistance to patrons both locally and internationally. HathiTrust has also generated many inquiries from researchers abroad looking for access to digital materials not available to them locally. Global resources librarians in Asia Library and Area Programs are responsible for cataloging. Keeping up with changes in cataloging practices also impacts their roles. Where possible, we are moving to purchased MARC records and shelf-ready books for some of our Western European materials (Italian, Portuguese, and Spanish). Taken together, all of these shifts in the roles of global resources librarians are significant.

German Studies: For my area, German Studies, electronic publishing trends (to the extent that the question refers to

material published in the target global region) are similar to trends in the US publishing industry, though not moving as quickly in the ebook sphere. As current chair of CRL's German-North American Research Partnership (GNARP), I am working with German library colleagues to make electronic and POD publishing activities in German academic libraries. Islamic Studies/Middle Eastern Studies: Not much change. Slavic and East European Studies: Because resources are still principally print-based, and because each country in the region has its own peculiarities in the areas of publishing and distribution, it has not reached a point where monitoring both has become difficult. The number of e-publishers remains relatively small, though new products and services are announced each year. South Asian Studies: More to keep up with, more possibilities for both acquiring and creating content.

Gift/exchange programs reduced; use of social media to interact with constituencies; notification of new material from specialized listservs, blogs, news media; working with vendors to promote access to or supply of electronic resources; our local digitization policies are currently under review, but Latin American material is generally the highest priority.

Global resource librarian profiles are not focused primarily on collection building but on a much more holistic approach to library service. The profile includes collection development, significant liaison work, public programming, outreach, teaching, and research assistance. Electronic resources are an integral part of the work from identifying collections to developing outreach services.

Global resources are gaining prominence at our university, yet the role of our global resources librarians is not changing significantly in some areas, but changing in others. We are requiring our global resources librarians to be current in all areas of content development, and to collaborate with appropriate units in the library and with colleagues outside of the library.

Global Resources librarians are as competent and highly trained as all other research librarians, but they are not confined to the English language or to one discipline. Interdisciplinarity is the basis of area-studies librarianship.

Globally sourced resources add a layer of complexity to library operations at all levels, usually in terms of languages required, familiarity with a broad array of national book markets, and connection to a broader than average range of scholarly communities. Electronic publishing affects world markets to different degrees over time, but is almost everywhere having an impact that will continue to grow.

Impact on strategic and budgetary planning. Presence of area studies librarians on budgetary decisions library-wide (via a seat on our Collections Development Council). Increasing role in undergraduate public services.

Increase in electronic materials requires keeping up with technology, licensing, and related issues; new digitization roles; more multi-tasking (public services and behind-the-scenes technical processing/technology roles blend).

It is no longer enough for librarians to build and maintain international collections by focusing all of their efforts on traditional collection development and management strategies. They will take on new and expanded roles where they will develop innovative ways to convey content to the users. They will have to maintain expertise in the development of electronic and print research and they will have to be conversant with strategies on how to share this research content with their users through user-centered technology and increasingly individualized liaison activities. They must be competent collection managers who have strong subject backgrounds in the disciplines and, increasingly, they also need to be conversant in current technology trends as well as new trends in scholarly communication and in electronic publishing in their respective world areas.

Less print focused, more electronic, increased understanding of international licensing and copyrights.

Librarians are more often exploring and addressing the interdisciplinary and trans-national aspects of managing resources by geographic area; developing collections collaboratively, both within our institution and with peer institutions; building and maintaining relationships with faculty outside of our assigned liaison responsibilities where

appropriate to support interdisciplinarity and cross-cultural studies; and tracking trends in area/global studies curriculums.

Like everything else, we are trying to collect much more electronically, and with the current economy we are trying to maintain laser-like focus on the research, teaching, and learning needs of our community.

More public service, especially instruction, but also in-depth reference. Need to know about copyright in the US and in area of expertise. Need to know a variety of technologies. More work with faculty on projects, supplying both technological and content expertise.

Most resources, especially those published in non-Western countries, are still primarily in print. Although there are some born-digital materials that need to be collected, our institution is actively working out local electronic hosting issues for a service to be launched this year. Large general electronic journal packages pose a challenge because our area studies user communities are relatively small, compared to those of traditional disciplines, so our titles may be dropped when their use data are low. It is a challenge to collect what our users need for their research and instruction.

Much more emphasis on acquiring electronic resources as they become more available, plus digitization in this area.

Our Area Studies subject librarians closely monitor trends in publishing in their respective countries. We have acquired electronic publications when available for Latin American Studies, Islamic Studies, Tibetan Studies, African Studies, East Asian Studies, South Asian Studies, and Slavic and East European Studies. The majority of our acquisitions for Tibetan Studies has been in electronic format; for East Asian Studies, a large percentage of our collection for Chinese Studies is in electronic format.

Our Global Resources Librarians' roles are evolving similar to traditional subject librarians. We're moving more toward assessment of content beyond standard selection process.

Our global resources staff must be technically skilled to manage digitization projects.

Service to readers has always been important but has become even more so in the hybrid print/digital environment.

The biggest push is toward more digitization efforts, and cooperation with international colleagues on joint projects.

The changes have not been uniform for all librarians and world areas at our library, but here are some of the trends: 1) A number of librarians have become increasingly involved with digital project development and management, as well as prospecting for grant funds to support those projects. These activities have required the librarians to develop skills ranging from grant-writing and project management to specialized information technology skills. 2) Librarians must spend more time attending to various licensing and rights issues surrounding new commercially available digital global resources, since language barriers make it impractical for the library's central licensing office to understand and negotiate these. 3) Due to continued budget cuts, some of our librarians, particularly for West European studies, find themselves drawing more and more heavily on open source materials available online and facilitating access to these for their campus user groups.

The emphasis is certainly less on print monographs than it once was. Many of our world areas, like Latin America, Africa, and many Slavic countries, do not publish large numbers of electronic materials. We do need to keep track of developments within the US print world. A big part of our job is to educate our administration on the digital divide within the world, and explain to them why electronic products and digitization is not forthcoming from other parts of the world. Our administrators want to use circulation data to reduce monograph budgets. We discovered that our material does not circulate much during the first five years, but after that circulation goes way up. Our role vis-à-vis selection of monographs has become precarious. Because we have always been engaged in instruction and outreach as well as selection, we have not seen much of a change in our role in those arenas.

The librarians here will need to concentrate more on electronic content both for print and for serials. They will also need to look more closely at digital collections of material.

The main assumptions that come with the future of Area Studies and/or Interdisciplinary Studies librarianship nationally and Americanist subject librarianship at UNM are: 1) To use a cliché: “Think globally and act locally” has a place in the future of Area Studies and Interdisciplinary Studies librarianship. Generally speaking, many institutions are consolidating Area Studies resources and services, due in part to fewer personal reserves and also to increased emphasis on digitally or electronically available resources. UNM is no exception. 2) While the 2.0 environment facilitates a more efficient and global transfer of resources, it also requires additional management and organization on the ground to ensure that opportunities for instruction, multi-institutional collaboration, and outreach keep the environment vibrant and functional while also keeping local communities engaged with multi-dimensional resources and organizations. This requires increasing face-to-face interaction with students, professors, and researchers at home and abroad and knowledge of non-library as well as library resources. Our LAS liaison is addressing these areas. 3) It should go without saying, particularly in terms of noted research collections, that initiatives to digitize collections for preservation will increase rapidly and will become increasingly collaborative, calling on inter-institutional and intra-institutional collaborations where they had been avoided previously, either because of structural obstacles or because of competitive status. Case in point: members of regional Latin American Library associations are less interested in competing institution to institution than they are in making sure they collaborate on programs that enable each institution to build and share their most prized collections. As a major research collection, UNM is engaging not only with the Distributed Recourse Group through CRL but also informally with regional organizations.

The role of our librarians has not yet changed to any appreciable degree.

The role of the one librarian who collects any appreciable number of global resources is not changing in any way that is specific to global resources. The librarian who does this work is one of several liaison librarians and the way their role is changing is consistent with changes for all liaison librarians.

The Slavic librarian has become drawn into doing archival work, collecting Slavic-Canadian archival materials. Some of the librarians have become involved in digitization projects. Greater emphasis is being put on outreach and the use of new mobile technologies. More time identifying free scholarly resources on the web.

This is from the East Asian Studies librarian: I spend most of my day attached to my computer. Much collection development involves learning about and teaching people how to use freely available materials. More instruction and less cataloging.

We are just beginning to explore ways of being more aware of our faculty’s needs in the digital realm, both as digital content creators and users, the e-book market outside the US.

We are now expected to act as “liaisons” to departments, such that we: educate faculty on scholarly communication and copyright issues; provide more user education, to classes and individuals; create LibGuides and other tools to help users find resources in our areas; recruit content for our institutional repository; stay abreast of changes in how younger students and scholars use electronic information in an increasingly mobile environment. Our main area is still in collecting print materials, but with the increase in electronic publications, the e-collection increase proportionally in the future.

We are spending more time on acquiring digital content. For many world areas, this requires active engagement with publishers to negotiate for appropriate pricing, delivery, and archiving practices. Publishers are not always attuned to standard requirements in our libraries. We are also aware of growing born-digital content and are actively developing strategies for collecting and preserving such resources. We have strong global resource collecting programs and as other institutions cut back, we are increasingly bearing the responsibility of serving the broader research communities.

We are responding to this question keeping in mind our librarians who cover area studies, but who are not specifically designated as global resource librarians. They are involved in: more digitizing activities; increased copyright work; developing more research guides; attending more webinars; monitoring trends in cost of migration from print to electronic materials; following more listservs and blogs.

We don't have "Global Resources Librarians." The staff who currently support area studies are all nearing retirement. That will have a great impact on our knowledge base.

We don't have global resource librarians; probably 10% of two librarians' time is dedicated to global resources.

We have to balance out the specialized needs of these areas, especially in languages, against other operations in which area studies librarians participate.

With the assumption that federal grant funding will become more scarce, some of the area studies librarians realize that they need to take a more active role in development and fund-raising initiatives.

Working collaboratively state wide in Florida.

16. Please briefly describe up to three challenges your library has experienced in recruiting librarians for collecting global resources and what measures have been taken to overcome those challenges.
N=47

As of today, the most challenging needs are: willingness and ability to build nontraditional collections; starting collections from very minimal holdings; acquiring the funding to establish the position.

As with most libraries, funding plays the largest role in recruiting new librarians. With limited funding for new librarian positions, finding candidates with the experience and language and educational backgrounds needed to support multiple subject/geographic areas can be a problem. As an incentive to librarian candidates and to ensure retention of current librarians, we offer a strong mentoring program, many opportunities to collaborate and contribute, and maintain a collegial environment with high morale.

Asian Library: more opportunities for collaboration; some new opportunities for outside funding. Challenges include difficulty of recruiting librarians with language knowledge and ability to perform multiple roles.

Attracting qualified candidates with an MLS. Being able to offer competitive salaries compared to private universities.

Challenges include finding professionals that embody all the professional skill sets to do all of the aspects of the job well. Budgetary constraints make providing support for such complex responsibilities a challenge. One approach our library has taken to resolve this is to spend more time focusing on fundraising to supplement existing budgets.

Difficulties recruiting Middle Eastern Studies librarian.

Difficulty recruiting librarians with both subject expertise and professional library training. Difficulty recruiting librarians with a skill set to cover all the needed functions of the position. Difficulty recruiting librarians with necessary language skills. In all cases we have used a combination of practices, including on-the-job training, shared responsibilities, and continued recruitment.

Do not recruit in this area.

Finding librarians with appropriate language skills. (Have needed to hire some without an MLS but with appropriate experience; also assign some librarians who don't know the language well.)

Finding librarians with the necessary language skills is the biggest challenge. In recent years, we have been fortunate in having staff with the necessary language skills to cover the most important languages.

Finding people with adequate subject expertise who are also committed/experienced librarians—familiar with latest practices in instruction. Want people with experience but pool is very small. To overcome: Financial—good packages for travel, salary, etc., have been negotiated either at time of hiring or in response to a counter offer. Administrative leave—for travel to country or to participate in a seminar, or ability to telecommute in summer with a redefined job description. Hiring people with subject expertise—but training them on the job in either librarianship (if a recent PhD) or in specific aspects of their jobs.

Finding sufficient personnel with language skills has been a challenge, particularly in recruiting MLS-bearing librarians. We continue to believe that the MLS is a significant credential for our professionals, regardless of other qualifications. Language competency among support staff, for functions such as cataloging, is a related challenge. Obviously, budget support is another challenge. We have had to prioritize our expenditures to focus on areas of demonstrated campus need, while scaling back acquisitions in some areas that are no longer in high demand.

Finding the right combination of language expertise, subject knowledge, and professional experience. Writing job postings to match salary requirements for international hires. Obtaining funding to hire for librarians in a new area of global studies.

Foreign language expertise (release time given to take classes).

Have been fortunate in finding librarians with background in French, Spanish, Italian, German, Ukrainian/Russian, Icelandic, and Japanese languages. The Asian language/literature/culture program at U of Manitoba is still relatively small.

In several areas, such as Japanese Studies, the national pool of available librarians is small. The library has recruited non-librarians with subject and language expertise.

In the past five years, university programs have expanded into world areas that the library has not previously been called upon to support. In the same period, there has been no additional support for library staff or ongoing acquisitions funding. We have met this challenge so far by relying on close relations with faculty and drafted staff with relevant language expertise to fill the void. The question of ongoing acquisitions support is still a chronic problem, and we have to reduce collecting in other active programs in order to support the development of the new fields.

It has been difficult to find librarians with strong enough educational background and language ability to meet our needs, particularly for the East Asian and Southeast Asian studies programs. We have dealt with this by sometimes hiring scholars who have the language skills and subject expertise, but not the MLS. Ideally these hires would then pursue the MLS while working for us, but that doesn't always happen.

Lack of language skills: so we outsource non-Roman language cataloging to OCLC or Backstage and outsource collecting to LC programs. No funding (or interest) in travel to these locations: so we asked research faculty for help but rarely get their attention.

Lack of librarians who have subject AND library expertise. Budgetary constraints.

Lack of qualified candidate pools.

Language skills. Identifying forward-thinking literature with an interest in digital content. Subject specialists with the above.

One challenge is finding librarians with language expertise in a particular subject area.

Our library hasn't participated actively in Area Studies programs. When we have faculty members with specific interest we encourage them to work with their assigned selector for their department. Our biggest challenge is identifying catalogers with the language expertise.

Recruiting a librarian with the required language capabilities was a recent challenge. We eventually reassigned the selection responsibilities to existing staff that did not have the language capabilities, rewrote the job description, and reopened the search.

Recruitment.

Ridiculously expensive "big packages" leave small collections out of the loop and unable to get materials through ILL anymore. We are working harder to build consortia and negotiate with vendors to get cheaper prices.

Scarcity of persons in some areas. State hiring freezes. Limited collections budgets for these areas.

Shortage of qualified candidates. Competition from other universities with stronger area studies programs. Comparatively modest salaries and shortage of resources for professional development. Working within its financial constraints, University of Iowa library administration accords global resources librarians considerable autonomy and flexibility in exercising their professional judgment in their work and in developing their personal priorities for professional development.

Small pools of qualified candidates with requisite subject, technical, and language knowledge. Difficulty of recruiting more senior librarians with such skills. We define job requirements broadly (MLS degrees not required) and are open to considering persons from a variety of backgrounds. We take advantage of existing experienced staff to train and mentor those newer to the profession. Compensation doesn't always fully recognize the specialized skills we possess, and we are not always as competitive as we could be, especially in the face of strong competition from other sectors (corporate, government) for individuals with special language skills. Within our means we strive to address these issues.

South Asian Studies: Language skills can be hard to come by. Keep looking, hire students. Library salaries seldom match what the talented can make elsewhere. Subject knowledge and technical skills don't often inhabit the same body.

Staff budget has shrunk by more than half. One dedicated staff now handles all East Asian legal resources. Out of necessity, we've used language skills of staff outside of the East Asian Law Department to help out with acquisitions tasks. Also, reference librarians help out where possible with East Asian law-related questions.

Technological skills. Scarcity of talent in the US for many specialized linguistic areas. (We recruit worldwide.)

The most significant challenge we have faced in recruiting global resources librarians is the diminished pool of librarians with global or international expertise. Few librarians have the academic background, language skills, and experience needed to fill these positions. This is true of all areas, but most acute in areas outside of Western Europe. Another recruitment factor is the economic downturn. In our most recent searches for Western European librarians, we have opted to hire librarians who have some academic background in their region or language skills. These librarians underwent significant training in collection management and are working toward developing their subject knowledge. Anecdotally, the diminished number of global resource librarian positions in ARL libraries seems both to discourage subject librarians from developing global or international expertise, and discourages scholars with this expertise from becoming librarians. With few positions available, there is little motivation to seek training or advanced degree that is needed to be a global resources librarian.

The primary challenge is finding librarians with the right skills who can also meet our standards for faculty status. Most recently, we hired an area studies librarian in collaboration with an academic department and this person has a part-time teaching appointment in the department.

We are fortunate to have several in house and are not actively recruiting at this time (there are also no lines available).

We had some problems recruiting for our last two positions. We had to do a second search and the position description was generalized.

We had to conduct three searches in order to fill our Head, Judaica Library position. We ended up hiring someone from Great Britain, and paying more than we had originally intended to.

We have been fortunate and have had no problems recruiting and retaining global resources librarians.

We have been fortunate in recruiting folks with expertise in most areas in which we collect. A weakness is in Asian languages among the selectors, so we try to divide that work among other librarians who do have those skills.

We have not encountered any challenges peculiar to recruiting librarians for collecting global resources. The person currently in the position has some foreign language skills and we'd probably look for something similar when next recruiting for that position. The main challenge might be that we'd probably be working with a more limited pool of candidates, if foreign language skills are a requirement.

We have not hired a new global resource librarian in about five years. During this time retention of existing global resource librarians has been 100%, so we have remained at full staff and do not have more recent experience recruiting for these positions. However, in the past the challenges have consisted mainly of: 1) Smaller applicant pools than for more mainstream librarian positions, due to the highly specialized skills being sought (i.e., language and global area expertise). 2) Our library's fundamental requirement of an ALA accredited degree or equivalent has excluded individuals with otherwise strong qualifications from consideration (e.g., individuals holding a PhD in a particular global area or languages, or individuals with native language skills and professional library experience gained abroad). 3) Our library cannot provide a green card to recruit non-US citizens so we cannot take advantage of qualified foreign nationals who bring language expertise and global experience but who are not already US permanent residents.

We have not recruited global resources librarians, but two challenges we foresee are languages (fewer multi-lingual librarians now that cataloguing is outsourced) and interdisciplinary areas of research and teaching with broad subject coverage.

We have recently experienced a more general challenge of attracting qualified candidates willing to re-locate to our geographic location. This is not specific to any particular librarian position(s). We have an excellent compensation package in place, with strong support for professional activities, and have extended or re-posted positions. On occasion, we have extended competitions beyond national boundaries.

We have yet to deal with recruiting challenges in a significant way. We have now, or have had, PhDs who took basic library courses, or another degree, at our library school. In the most recent cases, duties have been assigned to current staff with requisite language skills. However, very few of the newer hires have linguistic skills to backup current specialists. Fund raising will be increasingly important, but few of us have been well integrated into development activities. As part of strategic planning, a group is looking at sustainability for special collections and international studies in terms of setting priorities and planning for development.

We may be facing these challenges soon as some of our current librarians resign or retire, but not at the moment.

We're only seeking to hire one new librarian (and not necessarily to collect for global resources) this year and probably none next year.

GLOBAL RESOURCES ACQUISITION STRATEGIES

17. Which processes or methods are used at your library for evaluating global resources for purchase?
Check all that apply. N=67

Consider user purchase suggestions	65	97%
Consider peer librarians' recommendations	48	72%
Analyze collection use data	48	72%
Analyze cost vs use data	42	63%
Collect feedback from user focus groups	26	39%
Collect feedback from user surveys	25	37%
Other process or method	34	51%

Please describe the other process or method. N=34

Acquisition of Classical Studies materials: We strive to collect comprehensively in Classical Studies. In addition to our approximately 2,000 standing orders (which includes monograph series and sets), we have Approval Plans with Harrassowitz, Casalini, and Puvill. Furthermore, we receive notification of new titles from Blackwell, Oionos, Yankee Book Peddler, Aux Amateurs, Harrassowitz, Casalini, and Puvill. We place orders based on our regular review of books and serials listed or reviewed in pertinent publications. We also search the New Acquisitions lists of several Western European and Eastern European libraries. Finally, we regularly search OP catalogs emphasizing Classical Studies against our existing collection to purchase titles we don't own.

Acquisition of materials on Byzantine and Modern Greece Studies: We receive slip notifications from a Greek vendor. In addition, we review materials available on the websites of several Greek and Cypriote vendors, as well as ordering Byzantine and Modern Greece titles available from a number of European vendors, and reviewing regularly the books and serials listed or reviewed in pertinent publications. We also search the New Acquisitions lists of several Western European and Eastern European libraries.

Analyzing content and fit to research and technology.

As with all resources, global resources are selected in the context of the relevant collection development policy and how well a particular item is likely to support teaching, learning, and research on our campus. Decisions are often based on reviews.

Because we are so engaged in instruction, being in the classroom puts us in direct contact with students and faculty. It is easy to spot research trends or changes within the curriculum.

Checking OCLC WorldCat for holdings.

Close collaboration with faculty and trusted booksellers.

Collection Development Committee input.

Consulting with Area Studies faculty.

Contacts in Latin America.

Cooperation with faculty especially in special collections areas.

Database trials and feedback from them.

Faculty feedback; background research.

Faculty from outside the libraries with expertise in these areas, book dealers, book reviews, professional associations.

Familiarity with the research and teaching needs of specific academic programs at the university; familiarity with publisher and author reputations; book reviews.

Follow trends in locally funded research; use print or electronic reviews such as H-NET; consortial offers reflect a certain consensus on which resources are worth pursuing.

German Studies: Direct, unstructured discussion with faculty and students. South Asian Studies: User requests are seldom refused; subject specialists' own knowledge and discretion are important. Peers with strong opinions—and faculty behind them—impel big purchase decisions.

Maintain active working relations with faculty and students.

Product trials and feedback from faculty.

Professional listservs & traditional methods, such as reviews in newspapers & academic journals.

Publishers'/vendors' recommendations; Reviews of academic associations; Comparative collections analysis with other libraries; Consider holdings in other University of California libraries in order to avoid duplication of low-use materials; Patron-driven acquisitions program for US and UK English-language materials.

Read book reviews.

Read reviews; publisher and vendor catalogs (print and electronic).

Rely on librarian expertise in subject area. Some cost vs. use data may be used for electronic resource subscription evaluation. Use data is limited to assisting with replacement decisions and may inform decisions about access (offsite moves, etc.)

Review at book fairs.

Review journals and other sources for book reviews/recommendations.

Routine collection assessment; staying up to date on research and teaching in our respective departments; curriculum analysis; database trials.

The African Studies Library receives notifications of titles according to a specific profile from the African Books Collective.

Use of traditional collection development techniques and strategies, especially for East Asian and Africana. We acquire Africana comprehensively.

Various review programs and gathering plans.

We do not distinguish between "global" and any other resources.

We solicit opinions from East Asian law-interested faculty. We use our collection development policy, along with experience with East Asian legal materials, to guide decisions by pointing us to desirable types of materials.

We use same process and methods as for other resources.

Working with students on their research projects.

18. Please indicate which strategies are used at your library for acquiring global resources, then select up to three of the strategies that are used most often. N=68

	Used	Most Often Used
Direct contact with foreign vendors (title-by-title selection)	60	46
Approval plans	59	46
Gifts in kind	53	11
Gift/Exchange agreements	42	6
Acquisitions trips by librarian	40	4
Library of Congress Cooperative Acquisitions Programs	35	16
Patron-driven acquisition	35	12
Attend international book fairs	33	4
Partnerships with libraries internationally	25	—
Other acquisition strategy	16	5
Number of Responses	68	58

Please briefly describe your library's "Other acquisition strategy" for global resources. N=19

Used

Acquire materials through CRL.

Center for Research Libraries membership. International interlibrary loan services. Note: Asian Library does not have approval plans. LC Cooperative Acquisitions: Indonesia.

CRL shared-purchase program and reimburse faculty who purchase materials for library when they are abroad.

Faculty doing fieldwork can be advanced funds to purchase material not available through vendors. Materials on exhibit at professional/society meetings have been evaluated and, in a few cases, given to the Libraries. Although we consider patron-driven acquisition important overall, requests for material published beyond the US and Canada are still a small percentage.

Faculty requests.

Faculty trip abroad to buy materials.

Jewish Studies; Icelandic and Old Norse Studies; Dante/Petrarch Studies; Middle East Studies: Firm ordering, in part through use of online catalogues overseas for reference and publisher websites.

Taking advantage of special opportunities for funding, new faculty interests, or potential gifts.

Teaching faculty acquisition trips to Asia and Middle East.

The NU Program of African Studies has a summer grant award program for graduate students to spend up to three

months in Africa doing preliminary field research. A stipulation of this grant is that each recipient must consult with the Herskovits Library curator prior to departure to determine what the recipient must do for the library while in Africa.

Title-by-title selection is a large component for all areas.

Most Often Used

Byzantine and Modern Greece Studies: We receive slip notifications from a Greek vendor. In addition, we review materials available on the websites of several Greek and Cypriote vendors, as well as ordering Byzantine and Modern Greece titles available from a number of European vendors and reviewing regularly the books and serials listed or reviewed in pertinent publications. We also search the New Acquisitions lists of several Western European and Eastern European libraries.

Classical Studies materials: We strive to collect comprehensively in Classical Studies. In addition to our approximately 2,000 standing orders (which includes monograph series and sets), we have Approval Plans with Harrassowitz, Casalini, and Puvill. Furthermore, we receive notification of new titles from Blackwell, Oionos, Yankee Book Peddler, Aux Amateurs, Harrassowitz, Casalini, and Puvill. We place orders based on our regular review of books and serials listed or reviewed in pertinent publications. We also search the New Acquisitions lists of several Western European and Eastern European libraries. Finally, we regularly search OP catalogs emphasizing Classical Studies against our existing collection to purchase titles we don't own.

Depository arrangements.

Normal selection procedures by liaison librarians based on collection policies.

Selection of European English language materials from YBP (Gobi3) slips. Consortial purchase or subscription, most often through CIC.

Additional Comments

FYI: Most often used varies by subject; we have three Cooperative Acquisition programs, approval plans for six areas; all of us do title/title selection but it is very important for three of us. Three people go to book fairs; five go on acquisition trips but not every year.

"Most often used" category is very varied for UCLA between our different world areas. Some use Library of Congress CAP primarily, while others use mainly approval plans, and others use mainly institutional partnerships and exchange programs, and some use a combination of some or all of these methods.

Responses vary depending on the area (Asia, Africa, Latin America, etc.)

19. Does your library favor the acquisition of global resources from vendors who can provide the following services? Please select either Yes or No in each row. N=66

	N	Yes	No
Approval plans	66	60	6
MARC records	63	52	11
Shelf-ready material	63	39	24
Lists of previously supplied items	57	42	15
Other vendor provided services	41	26	15
Other outsourcing services	21	2	19
Number of Responses	66	66	36

Please briefly describe the "Other vendor provided services." N=24

Access to vendor databases of new publications on law in China, Japan, Korea, and Taiwan. Many vendors provide regular (once a month or more) lists of new titles in law.

An online database for selection & ordering.

Binding, hard cover, can supply used books.

Binding. As to the list above, we do not always take advantage of vendor services for global resources if the costs are relatively high for the number of items acquired annually.

Databases of available material.

Deduplication.

Discounts from vendors.

EDI electronic invoicing, participation in WorldCat selection service.

Effective and efficient shipping service; preventing duplication by checking local holdings, and identifying gaps in our collection.

Electronic billing.

Electronic invoicing and direct shipment to our cataloguing agent including dealing with customs, etc.

Electronic ordering; Shelf-ready (for Asian Library).

Electronic selecting ordering in vendor database.

German Studies: In my area, I have relied on vendors for some degree of analysis of acquisitions and expenditure data.

Islamic Studies/Middle Eastern Studies: Firm ordering. Acquisitions level MARC. South Asian Studies: Foreign vendors who seek out desired material from their regions are much appreciated.

Lists of appropriate new materials. Ability to work with and invoice US libraries. Very responsive via email.

Notification of published/forthcoming items.

Online ordering system.

Online review and selection.

Out-of-print search services.

Print and electronic catalogs; any evaluative information. Discount service for expensive multi-volume sets (Japan has a fixed-price policy). Translation service for electronic database contracts (Japanese database vendors may not have English contract). Faster shipping service.

Requesting a vendor to seek for categories of materials rather than specific titles to fill out a collection.

"Slip" notification programs by email (not print).

Vendors with subject expertise recommend purchases based upon librarian requests.

In most cases, these services are not "deal-breakers" and most of our foreign vendors don't currently supply MARC records or shelf-ready services. We are very eager to take advantage of more services. Quality of selection and offerings are the overriding criteria.

Please briefly describe the "Other outsourcing services." N=3

Establish priority preference for digitized versions of specific works and expecting vendor to acquire them or digitize them.

South Asian Studies: We favor the notion of outsourced original cataloging, but have done little by way of implementation so far.

We have begun to use contracted cataloging services for certain languages, but this is independent from acquisitions.

20. Does your library participate in any consortia or cooperative collection initiatives (such as the Global Resources Network and the Area Microform Projects) that are managed by the Center for Research Libraries (CRL)? N=68

Yes	51	75%
No	17	25%

21. Does your library participate in any other consortia or cooperative initiatives primarily for the purpose of collecting global resources? N=68

Yes	44	65%
No	24	35%

If yes, please briefly identify the consortium or describe the initiative(s) in which your library participates. N=42

2CUL (Columbia and Cornell collaborative initiative; global resources is a central focus of the collaboration.) We seek closer coordination of staffing and acquisitions in order to reduce duplication and redirect resources to more unique collecting. (Active/planned collaboration in Slavic, South /Southeast Asia, East Asia, Latin America).

As members of the CIC (Committee on Institutional Cooperation), we benefit from joint collection initiatives, information-sharing, and planning.

CALAFIA—UC/ Stanford/USC bibliographer group.

CAP Cooperative Africa; Latin America.

CEAL, SALAM, CRL projects.

CIC; CEAL, Midwest Slavic Consortium.

CIFNAL, GNARP.

Collaborative Initiative for French Language Collections (CIFNAL). Korean Collections Consortium of North America. Committee on Research Materials on Southeast Asia. Pacific Coast Slavic Library Consortium.

CONSALD—Cooperative South Asian collection initiative. MOLLAS (Mid-West Organization of Librarians for Latin American Studies)—cooperative collection agreement amongst members. Slavic Librarians—informally cooperate on electronic purchases.

Cooperative acquisitions of monographs from Latin American with another SUNY research library.

CRL, GRN, GWLA, CEAL.

Depository programs with Canada and EU.

Duke is a member of TRLN (Triangle Research Libraries Network) and we divide some responsibilities by country or by other means (subject, author) within countries.

German Studies: In my area of German Studies, we are currently exploring cooperative collection development options within the Borrow Direct consortium. Islamic Studies/Middle Eastern Studies: Cooperation with other peers (Columbia, NYU, NYPL, Princeton) in digitizing and acquiring GR material. Slavic & East European Studies: Cornell is a partner with Columbia in the much-publicized "2CUL" initiative, which is allowing collection coordination—and hence maximization of financial resources. Using the "one bibliographer/public service librarian" model across two campuses since September 2010. Also, 2CUL will be exploring closer coordination with BorrowDirect partners Yale and Harvard in the months ahead. South Asian Studies: SACAP.

GNARP.

GWLA for some electronic offers; RLCP (Research Library Cooperative Program) with Berkeley and Stanford will be exploited further for South Asian acquisitions; LARRP, SALALM and regional consortium LASER; LAMP/MEMP/SAMP/SEEMP.

Individual Area/Global Resources librarians are active in regional studies associations (e.g., Seminar on the Acquisition of Latin American Library Materials, Council on East Asian Libraries).

Informal buying arrangement with other Japanese-Canadian & East Asian librarians.

Kansas consortium of Slavic libraries for database purchase.

LAMP, LARRP, MOLLAS.

LANE (Latin America Northeast Consortium).

LANE; various others.

LASER (group of large Latin Americanist collections in Southeast (UF, Duke, UNC, Tulane, Vanderbilt, and Miami to mention just some; meets each year at Salalm and once per three years at a member library).

LC's South Asia Cooperative Acquisition Project—Cooperative Collection Development for South Asia—partnership (via SACAP).

Library of Congress cooperative programs for South Asia, Pakistan/Afghanistan, Africa, and Latin America. North American East Asian Libraries often form a group to subscribe to individual electronic databases. The Japanese collection subscribes to three databases and joined three different groups. The Korean collection will soon start subscribing to electronic databases with the Korean Foundation grant. Grant recipients receive a group discount.

Library of Congress South Asia Program.

MOLLAS (Mid-West Organization of Librarians for Latin American Studies).

Minor informal agreements on sharing certain subject areas or language areas. The University of Minnesota Libraries are also sharing in the funding for a Japan studies librarian based at the University of Illinois library.

North American Coordinating Council for Japanese Library Resources; CIC.

Northwestern contributes to a pooled annual fund of resources created by the Title VI African Studies Centers to carry out cooperative acquisitions as well as support preservation, microforming, and digital initiatives. This fund is administered by CRL but allocation from it is determined by Title VI institutions plus Northwestern. NU also participates in CRL's Global Resources Network, with memberships in GNARP (German), CIFNAL (French), AFRINUL (Africana). We participate in NERL for East Asian materials. We participate in CAMP (CRL Africana microform project). We are a member of the CIC.

Regional consortia for East Asia, Latin America, and Slavic libraries.

Shastri (Indic materials); Korean Collections Consortium of North America; Library of Congress (Indonesian); First Nations and indigenous peoples—contacts.

Shastri Indo-Canadian Institute.

South Asia Consortium-West.

The African Studies Library participates in AfriCAP (a cooperative through the Library of Congress).

The Consortium of Hellenic Studies Librarians does not do collaborative collection development, but it is an important source of tips for vendors, as well as hard-to-get individual titles for the Classics Librarian.

The Library participates in CRKN and CREPUQ consortium purchases, but not specifically for global resources only.

Through the UW East Asia Library, we use the "E-Korean studies database," funded by the Korea Foundation, and supported by the "E-Korean Studies group". We also have many exchange agreements for Japanese legal periodicals. Exchanges are with the National Diet Library of Japan, The Japanese Supreme Court Library, the Ministry of Justice Library, and many academic institutions in Japan.

TRLN (Triangle Research Libraries Network) Title VI grant.

University of Florida and Florida State University work collaboratively on monograph acquisition for religion especially.

We are partners with Florida International University as a Title VI Latin American Studies program.

We participate in Library of Congress Cooperative Acquisitions Programs; we are also a depository for Malaysian books, government documents, and media through a 25-year relationship with the National Library of Malaysia.

We participate in regional consortium: MOLLAS (Midwest Organization of Libraries for Latin American Studies). Slavic Librarians Summit. GWLA East Asian Studies Special Interest Group.

We participate in the LC Foreign Acquisitions program, the various CRL initiatives, and in groups like the CIC subject specialists. We also participate in the initiatives coming out of area specific groups—Middle East, East, Asia, etc.

Western regional, California, or University of California system-wide subject bibliographer groups for Africa, Latin America, Slavic and eastern Europe, Western Europe, Korea, Southeast Asia, Middle East; California Digital Library.

22. Please briefly describe up to three challenges your library has experienced in collecting global resources, and what measures have been taken to overcome those challenges. N=50

Airmail costs are prohibitive. Items go out of print much more quickly. Sometimes difficult to find reliable vendors.

Alignment to changes in academic programs.

Approval plans. Hiring librarians with expert knowledge. Competing priorities.

Balancing funding needs of well-established global programs with those of emerging programs.

Because materials from some areas go out of print quickly, we have made more use of approval plans in recent years. Budget uncertainties prevent us from engaging in much long-term planning that might allow us to build collections in a more purposeful manner. We have not found a solution to this problem!

Budget—pursuing grants. Hiring—pursuing new talent this year. Need to document local immigrant communities—following up contacts.

Budgetary constraints have limited monographic acquisitions in all disciplines. Our only advances in collecting global resources have been in areas where there are endowments to support collecting and strong faculty interest to assist with collecting. Global materials also present processing challenges. We get some assistance from faculty in transliterating title page info, but must frequently outsource the processing, which adds to the cost.

Cataloguing: We have implemented a contract with OCLC Library Technical Services to handle cataloguing of non-English language materials. Vendors: We have asked faculty who request titles in non-European languages to help identify sources of acquisition.

Censorship for Chinese materials from mainland China. We are trying to acquire non-censored materials through personal connections and independent distributors. Limited access to materials from certain regions and countries: Afghanistan, Iran, Iraq, parts of Africa, Central Asia. We work to find small vendors and develop contacts with scholars to help identify and obtain materials. Buying trips, when feasible, can also be essential. Limited resources for cataloguing global resource materials, especially in more challenging, less-commonly spoken languages. As we increasingly strive to collect unique material, this challenge will intensify. Lack of available cataloguing copy for unique items means we bear more responsibility for original cataloguing. Continually work to prioritize and strategize ways of increasing support for processing.

Challenges: insufficient funding; inability to track down worthwhile additions to collection; out of print, no supplier; language problems/expertise; Measures to overcome challenges: consortial cooperative purchase agreements; grants/ outside funding; language learning initiatives/grants; creative approaches, such as employing native speakers/students from world areas.

Collections/materials budget reduction.

Comments from Different Area Studies Managers (not much on measures to overcome). African Studies: Reduced staff support is limiting some activities. Arabic Studies: availability, language barrier, lack of book dealers who can supply. Asian Studies: lack of affordability and subsequent budget stone-walling for the most desired yet high ticket e-resources. IT/professional librarian colleague CJK-phobia (“we can’t deal with CJK since no one can read the characters and implement a system-wide electronic resource like Si ku quan shu” (—“we can’t give you dedicated workstations for such a marginal use”—despite the fact such platforms are no longer required) or shelve and identify CJK books in our branch libraries (even if the records and spines are all Romanized!) Peripheralization despite the increased demand from patrons in such programs as Chinese language/literature. No overt measures have been taken to overcome these challenges. Latin American Studies: purchasing power is in decline versus some Latin American currencies (e.g., Brazil and Argentina). Latin American dealers are uneven in quality of their pre-selections, thus requiring more and more time by librarian to review lists, catalogs, and offerings. E-products are not always of highest technology from Latin America, thus making purchases unsatisfactory and risky in many cases.

Copyright differences between US and other countries, especially in acquiring electronic resources. Joining cooperative groups is one way to address this, which can talk to vendors as a group. Shortage of language expertise among technical services staff, for certain languages. Global resources librarians spend considerable time providing language assistance to technical services staff, and now some language materials are outsourced for cataloging en masse (to OCLC, for example). Bureaucratic challenges in getting public university to make payment to overseas vendors, particularly in developing countries. Global resources librarians spend considerable time “troubleshooting” payment problems.

Cost—we have requested additional funding from the university and pursued grant opportunities. Content—we have purchased materials from online vendors that were not available through our standard sources. Statistics—availability of usage statistics is an ongoing challenge for us.

Declining resource budgets, an endemic problem in the library, but one that is exacerbated for global resource collection development by disproportionately high inflation as many previously developing regions continue to converge economically with the US. Measure taken: the library strongly encourages librarians to involve themselves in community outreach and development activities to build alternative, endowment-based sources of funding. Global resource librarians have perhaps more natural opportunities to do this than librarians in other areas. Logistical problems that are fundamental to collecting from certain world areas, e.g., obstacles to shipping, undeveloped or incompatible banking systems, lack of bibliographic control for national publishing industries, lack of well-developed book export trade. Measure taken: Periodic intensive foreign acquisitions travel helps alleviate some of these problems and in a surprisingly cost-effective way.

Difficulty in developing and maintaining efficient and effective vendor relationships. As the global economy has suffered, smaller vendors are less profitable. With smaller profit margins, they are in danger of closing. Short runs of materials that quickly go out of print and may have poor distribution channels. Rely heavily on book dealers to help in collecting this material. We have turned to online sources to help track down out of print titles. Decline of US dollar in purchasing power and inflation of resource prices, especially in the subscription fees of e-resources.

Dramatically increased cost of shipping has resulted in reallocation of collection funds to pay for shipping and handling costs. The measures adopted to cope with the situation because of the reallocation of funds that would have been

used to purchase materials result in reduced acquisitions and much longer shipping times due to reliance on surface mail through postal systems. Other challenges include shortage of space, and need for more staff, especially dedicated acquisitions staff. For Slavic resources, the challenge is getting materials from Eastern Europe; shipment can be slow, as can mechanism for ordering (credit card processing is slow with smaller vendors). For Western Europe, a particular challenge (for German resources) is the licensing agreements, which are always on an FTE basis.

Exchange rate fluctuations make it a challenge for budgeting purposes—have tried to set up a contingency fund. Much time needed to set up an approval plan, slower service from overseas vendors. Have not found a means of getting around these last two.

Expansion of programs: for years, Duke relied on UNC to collect Chinese language materials, but the Duke program expanded to more than 40 faculty and was focused on areas UNC was not collecting. So the agreement has been changed (Duke now collects post-Cultural Revolution) and a librarian hired to provide service. Need for language expertise in acquisitions and cataloging—solutions have ranged from hiring staff, to outsourcing cataloging, to having the subject librarian assist with original cataloging, to shifting to LC (from Dewey), which enhances the library's ability to use copy. Acquisition of materials from overseas—solutions include LC Cooperative Acquisitions plans, and travel to country to establish contacts and build relationships.

Flat Budgets: We experience several challenges due to flat budgets. First, publishing is expanding within our regions, and our buying power is dropping. Yet we are still expected to purchase core materials for faculty. At the same time, there is more emphasis on global studies at the university. The programs are expanding, and new programs are being created. There are new programs for the Middle East and for South Asia. We do not have any extra funds to devote to these programs. Librarians serve on the executive boards of our area centers. We have a close relationship to faculty and so we have a forum within which to explain the library's budget limitations. Our explanations do not halt the need for program expansions, but it does at least make them aware of our challenges. Most of the area studies units also have large exchange programs. All other gift and exchange programs have been eliminated but ours. This supplements our collections and helps us add grey material and ephemera to the collections. We also belong to cooperative programs within CRL and our small regional consortiums. Some of the regional consortiums have been able to negotiate joint purchases of electronic resources. Others have been able to divide up collecting responsibilities in certain regions or countries. One project will ensure the preservation of all hard copy serials indexed in the Hispanic American Periodical Index (HAPI). De-emphasis on print monographs: Electronic and digital resources get increasingly more of the resources than traditional resources. This is the way of the future. Therefore, at our institution, traditional monographs budgets are under constant attack. This is despite the fact that our academic programs meet all the criteria for giving a fund more money: the most prestigious programs on campus, increased number of students, increased number of new faculty positions, and those programs favored by the administration. There is an emphasis on using circulation data for resource allocation. Since our foreign language titles don't circulate as much as titles in English, we are always fighting to keep our funds from being cut. Circ data for five years is used as a basis to cut funds. We did our own study of circ data, and discovered that although our books do not circulate as much during the first five years, after that five year mark the circ statistics go way up. We are also told that we can no longer and should not collect for the future. This is a challenge for unique research collections like ours. We see ourselves as a research collection and there has also been a de-emphasis on being a research library. We have begun to describe our collections as niche collections. Fifty-eight percent of the collections are area studies collections, and the area studies collections, specifically Ibero-American, Slavic, and East Asian, are the strongest collections and are nationally known. We have also begun to talk about area studies collections as Special Collections. I strongly believe that our future survival lies in being identified as being part of Special Collections. I also educate our administrators on the global digital divide. That is, since countries vary in their technology infrastructure, we are decades away from being able to purchase the electronic and digital resources that our undergraduates crave and our collection development managers prioritize. Lack of Space: We are all facing

this problem. This is one of the reasons that our traditional monograph collections are so unpopular. We are currently expanding our annex.

Fluctuating foreign exchange. Drop in US dollar. Budget reductions.

Funding for acquisitions: we regularly analyze and prioritize in our selections, and report efficiencies based on those decisions, in order to demonstrate value to campus decision-makers. Language support: we have hired support staff as possible to allow local processing and cataloging of international publications. Change in regional focus: through liaison, we track faculty interests and adjust our selection decisions accordingly.

Funding is always a challenge. In some subject areas, there has not been much available in electronic format, although that is slowly changing.

Funding. Combination of language skills with disciplinary expertise.

Funding. Language. Lack of availability of cataloging for some titles.

Global resources are becoming more abundant and more expensive; balancing long-term research needs and immediate needs with limited funding; synchronizing digital initiatives and online discovery tools (Asian Library). Search for outside funding.

Global resources support small, non-research areas/programs on campus. The challenge has been to find and maintain funding for what is considered "peripheral" resources.

Hiring personnel: both professional and staff levels with language competency. Non-Roman alphabet access to materials.

Identifying and establishing working relationships with vendors with electronic slips, ordering, and invoicing systems handling foreign-published materials in target areas. We are regularly reviewing possibilities.

In addition to the difficulty of recruiting librarians with sufficient education, experience, and language skills to select materials in some of these areas, there is also the difficulty of recruiting librarians to catalog the materials we acquire. We sometimes take a team approach, with a reference librarian or graduate student with appropriate language skills assisting cataloging staff. We have also experimented with outsourcing cataloging of some of our Southeast Asian materials, with mixed results, so this has never advanced beyond the trial period.

Increasing cost and currency fluctuations: fortunately, the private funding has been increased to cover increasing cost of materials. Unfilled orders: we review unfilled orders as Classics Library staffing permits and order from other sources. Lack of first-rate bibliographic information on Greek materials: we try to verify the bibliographic information in OCLC if at all possible. Otherwise, we are forced to use the vendor provided data which may not always includes series and may use entries that do not follow Library of Congress formulations.

Islamic Studies/Middle Eastern Studies: Lack of funding. Vendor supplied data (MARC and other catalog records for print & digital material). Slavic & East European studies: Avoiding duplication; Focusing on historic strengths. South Asian Studies: Original cataloging proceeds slowly, with student input and professional finalization. Budget woes. Big-ticket purchases require buy-in from many sides. Unnecessary duplication due to programs such as LC's—distribute collecting responsibilities for better national coverage.

Lack of funding.

Lack of infrastructure to share selection information before purchase. Lack of central authority to drive cooperation (UC groups being established to coordinate more). Cost of cataloging unique items.

Lack of money x 3. Endowment has been established, grown.

Lack of specific language expertise by bibliographer or technical services staff. Measures taken include hiring students with language knowledge and outsourcing cataloging. Difficulty in tracking orders from foreign countries, especially Asia, South Asia, and Middle East. Bibliographers have made direct contacts to identify problems.

Language abilities lacking. Insufficient time for librarians to attend to this area as opposed to others that have more immediate obvious benefits to users. So we rely heavily on CRL, the LC programs, and hope/trust other libraries will collect what is needed.

Language expertise, subject expertise, vendor/publisher product notifications, budget considerations, approval plans for global resources.

Licensing for e-resources; collecting popular materials (go out of print quickly).

Low budget. Lack of adequate foreign languages expertise in processing: ordering, receiving, invoice processing. Overlapping materials from approval vendors.

Maintaining extensive, quality print collections in an e-resource-preferred environment. We watch developments at home and abroad and respond in kind according to our clientele's needs. The limits to physical storage both in house and off site. We are engaged in extensive de-duping projects for all materials (not just area studies).

Nearly everyone mentioned exchange rates, shipping costs, and length of time in receiving material. In some cases, switching vendors has helped. Due to state requirements for purchasing, we have difficulty getting licenses for global resources approved and signed in a timely manner—even for American vendors. This is yet to be overcome.

Need additional library staff to process (acquisitions and cataloging) materials—we have made use of students to assist as much as possible. Expansion of programs with flat collection budgets. For Latin American Studies, book buying trips have been a cost-effective tool for purchasing needed materials vs. acquiring books and journals through more established brokers.

On-going efforts to refine approval plans. It can take a long time to receive material once ordered. We deal with that challenge by using ILL when necessary.

Our challenges are primarily staffing challenges and challenges related to moving collection into current technologies without losing the important resources of the past. Similarly, in the current economic environment a key challenge for all global resources librarians working through approval plans is staying special and participating in consortia without putting smaller, in-country vendors out of business. The resources that make us stand out tend to do so because they are rare and hard to find. If we purchase only rare and hard to find materials—cutting the more easily accessible items—that other institutions tend to buy also, we cut our vendors' bread and butter, making it more difficult for them to collect the rare and hard to find.

Recruiting staff. Payment workflow for customized acquisitions for independent vendors. Language obstacles for processing staff unfamiliar with languages. We continue to try to overcome some of these challenges and in the meantime rely on our existing staff and workarounds.

Setting up approval plans was a challenge, but by working with vendors we put in place plans that meet most of our needs.

Shipping costs—shipping from China can hit as high as 30% of each item purchased. Short print runs—foreign materials go out-of-print rapidly. Foreign vendors often promise they can deliver, then cannot.

The main challenge would be lack of sufficient funds. Another would be the time needed to do the collection work. In both cases we do what we can with what is available.

Timely notification (preference for electronic notification if possible). Foreign database pricing unrealistic for small North American audience.

PRESERVATION STRATEGIES

Global resources materials are frequently printed on paper with high acid content and are consequently in danger of disintegrating quickly, if not properly preserved. Similar issues arise with electronic resources because websites and other open access content are developed by initiatives that are not sustained. This content will be lost once the initiative ceases, if not archived and/or preserved.

23. Please indicate what strategies your library is using for the preservation of print global resources. Check all that apply. N=58

Ideal and protective storage	41	71%
Relying on cooperative initiatives, such as Google, HathiTrust, etc.	40	69%
Reformatting (e.g., digitizing, microfilming, etc.)	35	60%
De-acidification	17	29%
Other strategy	17	29%

Please describe the other strategy.

A Preservation Librarian has been recruited recently to develop plans for environmental controls, developing expertise in the library. Early planning towards a storage facility.

Binding, conservation treatments, environmental monitoring, disaster planning and response.

Conservation, i.e., physical treatment of individual items.

Created a Preservation Masters Collection to preserve and track the original of any reformatted items.

CRL Area Studies microfilming projects.

Digitization for repository in targeted projects.

HathiTrust membership is under consideration.

In a few rare instances, we have reprinted a book from a scan in order to have a back-up paper version of a uniquely held title on the shelf.

None at present.

Providing proper/adequate environmental storage.

Rebinding or using protective covers as needed.

This has not been a concern.

Treated on a case-by-case basis, but not separately as a global resources collection.

Unit of hands-on conservators who repair/preserve materials.

We do not treat global resources any differently, but often these materials need additional help just to stabilize them for the shelves.

We have no preservation initiatives specific to global resources.

We have some projects within our regional area studies consortium.

24. Please indicate what strategies your library is using for the preservation of electronic global resources. Check all that apply. N=39

Adding content to institutional repositories	29	74%
Archiving websites	15	39%
Other strategy	13	33%

Please describe the other strategy.

A Digital Initiatives Librarian has been recruited recently to develop plans and programs for preservation of e-resources/digital resources. A Chinese Canadian Historical Librarian has been recruited to develop plans for Asian Library Chinese collections.

Digitizing area studies unique collections.

Digitizing table of contents to provide improved access. Exploring new tools for digital preservation so still developing strategies.

Library managed content environment for materials the library actively stewards (digitized materials from our collections, etc.) Dually redundant off-site storage or archival versions of digital objects; data refreshing services for archived content.

Local repository projects.

None.

Regular maintenance of databases through constant contact with vendors; commitment to migrate electronic/digital content as software systems change to assure continued access.

Relying on vendors.

This has not been a concern.

We are on the cusp of carrying out these measures.

We have not yet implemented a digital preservation program but expect to offer repository services within the next six months.

When possible, we support third-party archiving agencies such as Portico, LOCKSS, and the Center for Research Libraries.

Work with US vendor of foreign produced resources to archive in LOCKSS. We plan to archive websites but are still

considering how. We are not actively downloading electronic resources, except in the case where a copy of an e-journal might become part of our LOCKSS repository.

25. Please briefly describe up to three challenges to preserving global resources your library has experienced and what measures have been taken to overcome those challenges. N=37

Acidic paper, particularly from developing countries is a major challenge, and we have a well-developed and long-standing program of mass deacidification in place for these materials. Brittle paper represents an ongoing challenge. We have developed a Selector Review Program to aid in making appropriate decisions about the digitization of brittle material. Items for review are identified by circulation staff at the point of reshelving or by selectors while performing routine collection review or analysis. Preservation Department staff search each title to determine the status of current holdings, the availability of reprints, and the cost of digitization, and then recommend the best preservation option. These recommendations are reviewed in quarterly meetings with each selector to determine the most appropriate course of action. This process ensures that preservation resources are being expended on materials of lasting value to the collections and that we are not duplicating effort by digitizing materials that already exist in digital format in a trusted repository such as HathiTrust.

Amount of poor formats; funding for preservation.

As with all our material, adequate preservation is always a challenge, but in some areas we have been able to provide proper storage. We try to purchase electronic resources only from reliable sources where the content will be sustained.

Budget. Manpower.

Challenges: Insufficient funding and staffing; copyright issues restricting preservation scanning. Measures to overcome challenges: creative use of resources.

Copyright issues related to digitization—seeking permissions can be slow or impossible. Funds for traditional preservation like binding and special acid-free wrappers are drying up. In response, some low use material is being moved to a storage annex.

Costs; technical expertise.

Costs.

Determining copyright. Digital preservation—maintaining links. What is appropriate to “collect” given staffing for selection and where should these resources be maintained? This question is being addressed by a strategic planning collections group.

Establishing a standard method of digital preservation for vendors to adhere to (a challenge, not something that we have overcome, or will be able to do alone!) We are currently trying to establish an institutional repository at our university. The biggest challenge for print materials is the quality of binding. We usually resort to archival boxes.

FSU has prepared a master plan that includes a new building with space for 1/2 million volumes.

Have not invested in preservation of global resources.

Hiring skilled professionals that understand the challenges of preserving global resources, understanding the limitations of current cooperative initiatives, advocating for consistent financial support for global resources when teaching faculty move on to other institutions.

Islamic Studies/Middle Eastern Studies: Costly digitization. Copyright issues related to digitization (difficulty ascertaining country copyright laws). Slavic & East European studies: 1) Age of collection = larger presence of acidic papers. Monitoring of collections of growing importance, as is seeking out digital or film surrogates. 2) Need to use remote offsite storage makes monitoring collection condition more labor-intensive, as materials are not grouped by subject in high-density.

Lack of a full preservation unit. Need for a Digital Preservation program. To be discussed in coming fiscal year. Budget.

Lack of dedicated staff—We recently received funding to endow a conservation and preservation curatorship. Need for collection condition surveys—With the hiring of the curator, we have initiated surveys that are now underway.

Environmental storage conditions—Facilities with proper environmental controls are in planning stage.

Lack of funding source for digital projects, lack of staff/equipment/expertise for digital projects—More shifts in collection and personnel to these areas.

Lack of local preservation expertise that leads to outsourcing. Lack of space for storing and preserving rare materials.

Lack of sufficient software to create digital archives. Lack of appropriate environmental space to house fragile collections.

Limited expertise to select, manage, and catalog these collections. Poor (physical) quality and ephemeral publications. Brittle paper and weak bindings make this material especially costly and labor-intensive to scan and manage generally. Current publications from Western Europe, Japan, and Israel tend to be on good to excellent paper and published in well-made books. Not all global resources are problematic. Reformatting is a near universal strategy for our global collections.

Limited resources to support digital projects and limited capacity for digitization. Very large, historical print collections so the needs are quite extensive. We work with CRL and other projects to pursue preservation; some targeted funds for deacidification have been available; offsite storage provides better climate and security conditions that can buy more time for print materials.

Non-US incoming collections, including gifts, have higher rate of preservation problems such as acidic paper, weak bindings, etc. Our solution implemented many years ago is to have all incoming collections assessed by the cataloger and/or marking unit. Any items needing treatment are treated before sending to the shelf. Web captures—We have a subscription to ArchiveIt, a service developed by the Internet Archive, and we use it to crawl and archive selected websites of the University of Iowa International Writers Program alumni. Items published on acidic paper—Newly acquired acidic South Asian English language books are sent out for mass deacidification. Due to budget constraints, this is the only subject area that receives this treatment.

Not enough time; Not enough expertise; Not enough funding. Need to educate colleagues on importance of preservation. Collaboration with Library Systems Information Technology and Digital Initiatives is critical. New recruits are preparing plans to deal with the challenges.

Nothing unique to global resources/area studies.

Poor binding structures (rebind as needed), plus the larger challenges of identifying and acquiring global resources, especially grey literature, so that we can get the resources into workflows that incorporate routine preservation review, and region-specific formats for resources, particularly videotape (purchasing multi-format playback units for access and to use in digital reformatting).

Preservation of most electronic resources remains a challenge.

Preserving these resources has not been a special concern and they are treated in the same way as other resources, e.g., rebind as necessary.

Professional time, budget, space.

Rights management (determining copyright). Measures taken: Educating ourselves, becoming more informed. Privacy issues (subjects, authors, and donors and all families involved). Measures taken: Creating mechanisms to restrict access when appropriate. Time and staff. Measures taken: setting priorities.

Shelf space is limited, with no prospect for major construction. When we are able to secure reliable perpetual digital access rights, we withdraw materials such as journal backfiles (JSTOR, PAO) in order to free up space for materials for which no digital counterpart exists. Obviously, this approach assumes a high level of confidence in digital archives, hence our support of initiatives such as LOCKSS and Portico.

Some digitization (including some brittle items) in the UF Digital Collection.

Staffing, staffing, training new technologies.

The challenges are not really different from other collections.

There isn't sufficient staffing or staff time to give the attention needed for a more complete preservation effort. Again, we do what we can.

These materials need additional resources just to stabilize. For example, all stab bindings must be placed in pocket pamphlets or four-flap wrappers just so that they can be safely placed on the shelves. And many of our global resources come from places where the paper and binding quality are poor. So we may need to rebind materials or place them in protective enclosures before they even go to the shelf. We factor this into our workflows and budget requests. We are also working on retroactively stabilizing some global collections, such as the prayer scrolls in the Tibetan collections. We are outsourcing some boxing that will allow safer handling of these unusual formats.

Through joining HathiTrust (early 2011) we expect to have added a conduit for preserving some of our older, uniquely held, and deteriorating international studies print materials over time. Newspaper preservation is a serious issue. Climate conditions in many world regions speed deterioration of newsprint, and in some areas direct collaboration with publishers on preservation has been blocked by exclusive commercial licensing agreements that result in no product. UW is a member of nearly all of the CRL microform/digitization projects for various world regions, which goes a small way toward addressing the problem. Broad-based collaborative efforts now underway (e.g., for Southeast Asia and Slavic studies, among others) are trying to negotiate inclusion of international subscriptions in preservation depositories such as LOCKSS and PORTICO.

We had a very active preservation program that collaborated well with the area studies librarians until recently. We worked cooperatively to de-acidify materials, to find grants to microfilm and digitize. Areas of concentration are now digitization, but these are spun not so much to preserve as to facilitate access.

DISCOVERY, PUBLIC SERVICE, AND OUTREACH

26. Please indicate which channels your library uses to make global resources discoverable, then select up to three that seem to be most effective. N=67

	Used	Most Effective
Local online public access catalog	67	50
OCLC WorldCat	65	43
Mobile access to local online public access catalog	42	6
Global collection websites	37	13
International library catalogs	24	1
WorldCat Local	23	11
Mobile access to global collection websites	7	—
Other	20	10
Number of Responses	67	57

Please describe the other channel. N=24

Used

Archived web content currently hosted on the Internet Archive project site.

Direct email to relevant constituencies. We occasionally participate in campus Study Abroad, International Studies events to publicize collections and services. Most of us assist ILL with difficult requests for non-English material (frequently located in WorldCat Local) and Google/Google Books/Google Scholar and KVK can be useful. We do advise grad students to try them for specific types of queries.

Getting out the word however possible.

LibGuides.

LibGuides (web-based subject guides) for a variety of area studies, e.g., East Asian Studies.

LibGuides and other finding aids.

Online exhibitions.

Portals on different topics (websites).

Subject pages created by librarians and announcements on the library's website that link patrons to new databases and resources.

Summon discovery layer atop OPAL. Email to faculty promoting CRL holdings and webinars.

The Classics Library posts regular New Acquisitions lists on its website—these lists are also emailed to the Classics Department faculty and students and to other off-campus researchers and librarians. Additionally, the Classics Department offers fellowships for the Margo Tytus Visiting Scholars Program—researchers using Byzantine and Modern Greek resources have been in residence for this program.

Wiki for Japanese Studies.

Most Effective

Digitization.

Google Scholar.

Google Scholar (customized to show UI holdings through SFX and WorldCat Local).

LibGuides and pathfinders created for disciplines and/or courses.

Library subject pages.

Local online subject research guides.

Online library guides (LibGuides).

Primo, our discovery tool.

RSS feeds of new titles lists.

27. Please indicate which reference and instruction services library staff provide to help researchers use global resources effectively, then select up to three that are most effective. N=67

	Used	Most Effective
Provide specialized reference service other than at the general reference desk	64	56
Make stand-alone presentations on research tools or resources	58	19
Conduct library workshops for students and faculty	55	27
Offer guest lectures in courses taught by librarians or faculty	54	33
Participate in general reference service at assigned hours	53	7
Use mobile reference services (Texting, Instant Messaging)	40	4
Teach credit-bearing courses	19	6
Other	12	2
Number of Responses	67	59

Please describe the other reference and instruction service. N=15

Used

Answer emailed reference questions.

Area Studies librarians do not serve on general reference desks; most do not perform general virtual reference. We provide in-person and virtual reference within our specialized areas. The librarians who cover Western Europe are in a more general public service unit and they do provide general reference.

Arrange participation in content-based webinars.

Emails to faculty about new resources and visits to department meetings.

Embedded librarian services.

German Studies: For my area, primarily scheduled appointments for one-on-one consultation and responding to email

queries. Slavic & East European studies: At present, on-site reference staff field any Slavic-related questions and, if beyond their knowledge, provide referrals to the Librarian for Slavic & EE Studies via phone, email, or Skype. South Asian Studies: Email reference is most satisfactory for both initial enquiries (one exchange may suffice) and very recondite questions (exchanges may go on for days or months).

Instant Messaging.

Latin America—UF has a separate branch for its Latin American Collection, thus allowing us to offer daily an on-going, face-to-face reference, reading room, and meeting environment.

Librarians make presentations to classes on request of faculty.

Library participation in university-wide forums, webcasts.

Other than a general introduction class for incoming graduate students and upper level undergraduates, one-on-one instruction has been the most effective.

Teach within a credit-course taught by the relevant academic department.

Most Effective

Dedicated International Area Studies service desk and reading room. Information literacy objectives embedded into the curriculum.

Individual research consultations (30–60 minutes)

28. Please indicate which methods library staff use for outreach to researchers to encourage use of global resources, then select up to three that are most effective. N=66

	Used	Most Effective
Web or other research guides/pathfinders	58	39
Email discussion lists	51	26
Exhibits (other than virtual exhibits)	44	5
Press releases or other cooperative activities with the library's public relations staff	36	2
Interact through social networking tools such as blogs, wikis, Facebook, podcasts, Twitter	31	8
Outreach led by Title VI Area Studies programs or other international programs activities	30	4
Hold office hours in specific academic departments	28	11
Community lectures, panel presentations	28	1
Collection newsletters	24	5
Virtual exhibits	22	2
Other	15	5
Number of Responses	66	52

Please describe the other outreach method. N=14

Used

Announcements. Active participation in department meetings. Service on departmental (executive/steering) committees.

Attend departmental meetings. Providing open office hours by appointment.

German Studies: Attendance at faculty meetings, appointments with grad students and faculty, participation in department events. Slavic & East European studies: Face time with faculty, and regular email contact re needs, services, etc.

Instruction by visiting and communicating with faculty and researchers.

Monthly reports for faculty members about new items received on approval. If firm ordered items have been requested by an individual, that individual is notified when it arrives.

Outreach and instruction to local Junior Highs.

Regular attendance at global resources events on campus (lectures, public programs, etc.) and one-on-one work with faculty and students who are working on global resources topics.

Visit faculty members in their departments; attend faculty meetings; attend departmental lectures, events; partner with departmental events; answer online reference questions such as Question Point; help faculty traveling abroad via email.

We are hosting an NEH sponsored institute on Central Asia, highlighting collections as well as scholarship from this region. In human rights we will begin sponsoring regular programming featuring archival and other resources. We also participate in information fairs and in library-sponsored social events for grad students and faculty.

Most Effective

Bibliographic instruction classes.

Email selected faculty about the existence and value of certain resources. Demonstrate resources in classes and reference consultations. Meet one-on-one with faculty.

Faculty recommend collections to colleagues.

Some of our librarians regularly alert their academic departments or other user groups about new acquisitions by the library.

The Classics Library posts regular New Acquisitions lists on its website—these lists are also emailed to the Classics Department faculty and students and to other off-campus researchers and librarians. Additionally, the Classics Department offers fellowships for the Margo Tytus Visiting Scholars Program—researchers using the Classics Library's collection have been in residence for this program.

29. Is your library taking specific measures to improve access to global resources, such as multilingual web pages, multi-language reference and instruction, implementation of Unicode, etc.? N=65

Yes	40	62%
No	25	38%

If yes, please briefly describe up to three examples of such measures. N=39

All public workstation have implementation of Unicode and are able to key in or display any non-Romanization script.

Diacritics in catalog records.

For records in our OPAC, we use Unicode. We have also paid to add non-Roman character searching capacity to the OPAC, for Cyrillic and CJK.

For some areas, yes. We have Arabic keyboards. Unicode has been adopted.

Handouts, LibGuides.

Implementation of Unicode in library catalog; Last year approximately 10,000 Russian transliterated bibliographic records were converted into the original Russian Cyrillic alphabet. These were loaded to OCLC.

Implementation of Unicode in our OPAC.

Implementation of Unicode in the library's catalog.

Implementation of Unicode. Some reference consultations may be conducted in other languages.

Implementation of Unicode. The library on the university's francophone campus functions in French as its working language. Our general library system pages are translated into French.

Implemented Unicode.

Implemented Unicode. Multi-language web pages.

Institutional repository, i.e., adding African language bibliographies of holdings specific to our library. Creating online research guides for specific languages taught at the BU African Studies Centre.

Islamic Studies/Middle Eastern Studies: Blog and web pages (Middle East languages). South Asian Studies: Unicode is the library standard, but it's now part of the standard MS bundle, so hardly bears comment.

Japanese area studies page offers Unicode display and searchability. Voyager operating system allows for search and display in vernacular fonts. Web exhibitions.

Latin America doing bilingual digital publications and all reference staff bilingual. ILS has non-roman capability and Unicode.

Multi-lingual web guides. Implementation of Unicode. Scanning table of contents for multi-volume sets that do not have online indexes.

Multilingual LibGuides. Multi-language instruction. Multi-language reference. Multi-language library tours.

Multilingual web pages.

Multilingual Welcome pages at start of each semester.

Our catalog and all of our web presence uses Unicode. We are in the process of creating multilingual guides to our digital collections. Some of our LibGuides are in the language of the class they are supporting (German, Spanish, Chinese, etc.).

Our CHC web page and catalogs both have Spanish language options.

Recent implementation of Unicode. One-on-one reference in user's language. New materials list searchable by language.

Research guides. The Latin American/Iberian Studies librarian makes some library research instruction presentations in Spanish to classes. She, and the librarians for Chinese Studies, Japanese Studies, and Russian and East European Studies, offer reference consultation and library tours in Chinese, Japanese, and Russian. Our OPAC (InfoHawk) is Unicode enabled, and supports Arabic and CJK script. It has CJK language search capability, which has been tested for all ILS upgrades.

Shao Overseas Chinese Research and Documentation Center web pages are in English and Chinese. Various Center for International Collections Databank databases include foreign language citations, e.g., Malay, Chinese, Thai, Japanese.

Some multi-language reference and instruction is offered as required.

The implementation of a cataloguing support contract with OCLC Library Technical Services allows us to provide access to materials in languages not read/spoken by library staff. MARC records for resources digitized by the Center for Research Libraries are loaded to the library's local catalogue. MARCIt service is used to add records to our catalogue for e-journals published both in North America and abroad.

The Libraries OPAC features CJK bib records. The OPAC also features Cyrillic-alphabet bib-record text. The East Asian Library website features significant amounts of CJK text.

Unicode enabled library catalog.

Unicode in use. We are considering some multilingual web pages.

Unicode, non-Roman catalogs, multilingual wiki.

Unicode; are experimenting with multilingual web pages.

Unicode. Non-Roman characters in OPAC and OCLC WorldCat. Reference and instruction in CJK languages as needed. Multilingual LibGuides.

Unicode.

Various projects, some of them externally funded, to provide access to otherwise underrepresented materials, including: Collaboration between the UW East Asia Library (EAL) and the National Library of China to digitize rare and sometimes unique Chinese materials held in the EAL. Collaboration with research institutions in Thailand to create a bi-lingual Thai/English instance of DSpace to provide enhanced access to collections of research materials and photographs from Thai research institutions. Development of a parallel English language thesaurus of search terms to match the Thai search terms used in the Thammasat Thai Journal Index. Development of extensive image and text databases documenting distinctive cultural phenomena of various regions, e.g., a Turkish folk weaving and folkways image database, and the William Brumfield Russian Architecture Collection.

We have implemented Unicode.

We have implemented Unicode.

We hope to increase access to global resources and related services by hiring additional specialists in specific areas.

Website archiving with Archive IT.

ADDITIONAL COMMENTS

30. Please enter any additional information that may assist the authors' understanding of your library's global resources collections and services. N=31

Regarding question 2: UM collects electronic serials and digital material where available. Since there is much less produced outside of the US and Canada, we cannot claim to have significant collections. More monographs are available, though we have been slower to collect these, except for Chinese and West European imprints. UM also has access through HathiTrust to a wealth of foreign language materials. Regarding question 3: Along with purchasing global resources with region specific endowments, we also purchase resources with general, non-restrictive library endowments. Regarding question 5: The UM Library includes two global resources units, Area Programs and Asia Library. Area Programs includes Central Eurasian, South Asian, Southeast Asian, Islamic, Jewish, Middle Eastern, Slavic and Eastern European and Tibetan Studies. Asia Library includes Chinese, Japanese, and Korean Studies. These units include staff who handle public services, acquisitions, processing, and cataloging of vernacular materials. Other Global resources librarians, African, Latin American, and West European Studies, are found in the Reference Department. Acquisitions, processing, and cataloging for these collections are handled the same as other general collections. Skills are development among non-librarian staff that perform the work of librarians in certain areas. These non-librarian staff were not included in the responses for years of professional experience. Regarding question 6: We purchase resources requested by patrons, but do not have an automated patron-driven acquisition program.

Again, we do not collect any materials of significance published outside Canada or the US in any of these areas.

All area studies librarians are very embedded in relevant departments and/or work closely with faculty regardless of department. This drives their other activities—collection development, reference, and instruction.

Asian Library holds the largest research collection of Asian language materials in Canada, nearly 600,000 volumes, all subjects, especially in humanities and social sciences; has a number of important rare books/special collections. Asian Library is participating in a number of on-going projects with other partners. Xwi7xwa Library became a branch of the UBC Library in 2005. It includes international materials—issues related to First Nations and Indigenous peoples. All other global resources and services are handled in the respective subject/branch libraries: Art+Architecture+Planning; David Lam Library; Humanities & Social Sciences; Law; Education; Music. The international government publications collection is extensive and handled by the government publications librarians/library staff in Humanities & Social Sciences and/or distributed to the subject/branch libraries, as appropriate.

Global resources collections/services by liaison librarians are integrated into the library's overall collections/services.

KU has four Title VI funded Centers and a newly formed Center for Global and International Studies (CGIS). Under the CGIS umbrella are the Middle Eastern Studies program, South Asian program, and European Studies Center. The Middle Eastern program will most likely apply for Center status soon.

Most of the answers given in this survey would apply to any of our collecting areas. We are not making significantly different or special efforts with regard to global resources.

Much of these questions are not applicable to my center, although we are considered a major repository of Slavic/ Eastern European, Central European, Finnish-American, Mediterranean and to a lesser extent near eastern archival (and print) materials. While our collections are of intense interest to scholars in homelands (from those areas of emigration), the definition of "global resources" in this survey does not include our materials, generally speaking. It is interesting that "global resources" is used in this survey from an American perspective, rather than in a manner that describes materials used globally.

New programs have been added at the university without additional funding for the library. At times, we have not been informed of their creation until after the fact. The increased strain on our budget means that global resources aren't given any more emphasis (funding or staffing) than any other subject that we support.

Our "East Asian Law Department" has a staff of only one, but various staff of the Law Library provide assistance. The Law Library is administratively separate from the University of Washington Libraries. Our tradition of collecting East Asian legal materials goes back to the 1930s and '40s.

Our global collecting has historically been quite limited to Western Europe, with a strong and longstanding commitment to Latin American collections. A historically small Russian program is becoming smaller, but new and growing programs covering the Middle East, East/South/Southeast Asia have been added in the past five years.

Our global resources collections and services cross over several of our branch libraries and most at our main library. We have a separate Islamic Studies Library.

Our responses were influenced by our organizational structure. We do not organize our library staff along the lines of global studies, but we do have an African Studies Library.

Our selectors are organized by subject, not geography (which we stopped doing in 1996), and we do not treat purchases from foreign vendors, or in support of areas studies, differently than our English language acquisitions. Most of our selectors choose materials in their subject area from all relevant countries. Our fund codes and other data are not structured so that we can group monographs, electronic, microforms, etc., by geographic area. Thus our answers are educated guesses, not hard data.

Please refer to the following article on the Modern Greek Collection: Jacqueline W. Riley. "Research Opportunities in the Modern Greek Collection in the Classics Library at the University of Cincinnati." *Journal of Modern Greek Studies* 26, no. 1 (2008): 29–62. <http://muse.jhu.edu/> (accessed January 21, 2011). This article relates the collection development history and discusses its strengths and use by scholars. Additionally, it includes a table that shows the collection's breakdown by Library of Congress classifications and two tables that list older journals in the collection by publication inception dates: 1800–1899 and 1900–1950. The Modern Greek journal collection is particularly strong in early Greek journals and we continue to have standing orders or exchange programs for Greek journals.

Regarding question 11 about the structure of global resources units, our response will be accurate but its reporting will render it meaningless. As we do not have one single area studies service point or processing unit, we are reading the question as an exploration of how our individual area studies units work. Each of our area studies operations has its own peculiar responsibilities and functions, and so we pretty much check on every "Distinct Unit(s)" box. There are several things holding us back from actively collecting in several areas: lack of money; lack of resources available for certain world areas; lack of staffing (we have two area studies librarian positions open and a third soon to open, and all but one of our Western European positions are interims).

Slavic & East European Studies: One of the oldest and largest Russian and, to a lesser degree, East European studies collections in the country. In the past has served a graduate population, but for the moment principally undergrad (with a notable exception in the east central European area). The related programs are in a generational transition, and presently are being reimagined to reflect 21st century needs and realities.

TAMU Libraries has not historically participated in an Area Studies program. We've attempted to support faculty in those areas once they are hired since typically they have appointments in History or other areas. We do participate in CRL's programs in support of global resources and will continue this activity as long as funding is available.

The Libraries also support the Immigration History Research Center, which is administratively seated in the College of Liberal Arts. The IHRC has a large collection of historic monographs, newspapers, and primary source materials in several foreign languages, chief among them are Ukrainian, Finnish & Estonian, Lithuanian & Latvian, Greek, Italian, and several others.

The university is placing greater emphasis on global awareness and has recently revamped the campus International Center to be more proactive in developing international programs, study/research areas and service learning opportunities. As this emphasis expands, we expect the libraries collection policies will need to develop into those areas. Our strongest global collections growth in recent years has been for those areas that have endowments, but as collection budgets improve, allocations for global resources may need to be increased.

Tibetan studies collections are minimal. Caribbean studies supports undergraduate curriculum. Some Caribbean studies materials are purchased under the auspices of African Studies and Latin American studies, and others are purchased as a part of North American studies. There is no separate area for Tibetan studies, Southeast Asian Studies, and South Asian studies; rather, materials are purchased as part of other subject collections. Regarding question 5, we have not included all librarians who collect global resources. This is because many of our selectors collect global resources as a part of their subject-specific collection practices.

We are concerned that relatively low use of global resources, even by faculty, will cause users to increasingly not bother collecting as print turns to electronic.

We are primarily interested in Latin American materials. We do collect resources about other geographic regions in so far as they are treated by North American and UK publishers supplied on our approval plans.

We don't have a very specific collection development policy for global studies. Each bibliographer develops their own collection development practices based on their knowledge of programmatic emphases and faculty interest. We have particularly strong collections in East Asian and South Asian Studies, and a particular emphasis on film from all geographical regions. For 20 years, we had an NRC for International Studies, but lost it about five years ago. We currently have no NRC.

We have a tremendous collection of Tibetan pecha that are uncataloged and in remote storage until we can procure space to simply unscramble the collection, which arrived in willy-nilly order.

We have not usually considered the UK/Western Europe within our Area Studies collecting program. Including this in your definition of "Global" may obscure some clear patterns that are present only within the non-Western European/UK collecting areas given very different publishing and distribution patterns in place in the non-Western Europe/UK/US world. Western Europe/UK may warrant separate study. We are focusing on our global collecting programs as a key component of our strategic plan and are seeking to continue a strong investment in these programs, which bring us distinctiveness. We are collaborating with Cornell University via the 2CUL initiative. Currently we have a shared Slavic/East European bibliographer. We are exploring other opportunities, some tied to regional access and delivery services, to share resources and staffing, and to maximize our power to collect unique global resources and serve our communities of interest.

We have two Global Resources units for the Icelandic and Slavic collections. Icelandic provides public service and does some cataloguing. The Icelandic Collection has been in existence since 1936 and the Slavic Collection has existed in the UM Libraries since 1953.

With over five million items held, the Michigan State University Libraries are able to provide substantial materials for the study of virtually all parts of the globe. At the same time, “significant research collections” able to support graduate-level work are exemplified by our holdings in Africana and in materials from Western Europe. In these areas, our local collections are sufficient to allow in-depth study, and to attract visiting scholars to campus. The contrasting nature of these two collections illustrates trends in collection development. Africana holdings are rich in rare hard-copy materials collected through buying trips, gifts-in-kind, extended title-by-title selection, and use of approval plans that tap sources in Africa. Our Western European holdings—especially for the humanities including history—include substantial traditional print collections of monographs, series, and journals (many of them now available in online format), but have been profoundly enriched by the availability of digitized archives of rare publications that in the past would not have been available locally: Early English Books Online, for example.

RESPONDING INSTITUTIONS

University of Alberta
Boston University
Boston College
Brigham Young University
University of British Columbia
University of Calgary
University of California, Irvine
University of California, Los Angeles
University of California, Riverside
University of California, San Diego
University of Chicago
University of Cincinnati
University of Colorado at Boulder
Columbia University
Cornell University
Duke University
Emory University
University of Florida
Florida State University
George Washington University
Georgetown University
University of Georgia
University of Hawaii at Manoa
Indiana University Bloomington
University of Iowa
University of Kansas
Kent State University
Louisiana State University
University of Louisville
McGill University
McMaster University
University of Manitoba
University of Massachusetts, Amherst
University of Miami
University of Michigan
Michigan State University
University of Minnesota
National Archives and Records Administration
University of New Mexico
North Carolina State University
Northwestern University
University of Notre Dame
Ohio University
Ohio State University
University of Oklahoma
Oklahoma State University
University of Pennsylvania
Pennsylvania State University
Princeton University
Purdue University
Rice University
Rutgers University
University of Saskatchewan
Southern Illinois University Carbondale
University at Albany, SUNY
Syracuse University
Temple University
University of Texas at Austin
Texas A&M University
Vanderbilt University
University of Virginia
University of Washington
Washington State University
Washington University in St. Louis
University of Waterloo
Yale University
York University