KEEPING THE “AREA” IN AREA STUDIES: ALL ABOUT INTERNATIONAL ACQUISITIONS TRIPS

LED BY: MARY RADER AND MARA THACKER
SESSION ROADMAP

- Defining international fieldwork
  - What are these trips? What is included and what is excluded?
- Funding
  - Strategies for securing funding
- Assessment
  - How do we articulate the impact of these activities?
- IASC21 Statement
  - Working together to develop a statement on what we collectively believe is important about these trips
WHAT ARE WE TALKING ABOUT?

• Buying trips?
• Fieldwork?
• International Networking?
• Professional Development?
DEFINING FOREIGN TRAVEL: UNISEX ACQUISITIONS

“All countries used to have some kind of legislative framework by which all publications were to be deposited at the national library. I don’t think deposit legislation is effectively being enforced anymore. There are tons of books that do not show up in national bibliographies. Publishing has become the same as printing now, where local presses just print books—not technically published—in very small runs. And if it is not a well-known press, your vendor is not likely to get them, even though they are still important.”

DEFINING FOREIGN TRAVEL: UNIQUE ACQUISITIONS

• “The last time I was at the Bogota book fair, I went to one of the local bookstores and wound up spending $3,000 on publications on human rights, drug issues, and literature that we didn’t have, and in many cases weren’t even in WorldCat. I’m not sure how these slip past the vendors, because these are items that definitely would be part of a profile for us. Somehow, it just doesn’t get collected.”

DEFINING FOREIGN TRAVEL: MORE THAN ACQUISITIONS

• a “kind of acquisitions work [that] is only or better done in the region itself,” work focused on materials that are “too fugitive to identify, too cheap to profitably distribute, or in formats that booksellers ignore [but which] some of what scholars currently desire to read, hear, or view [and which] cannot be acquired through established channels,”

• an “importance of insinuating ourselves, even if only briefly and sporadically, into the lived cultures” of our respective areas which is particularly key in learning about and strategizing how to acquire resources in emergent, ephemeral or distinctive areas, and

• “the legitimate constraints that cultural patrimony legislation has begun to place on our work” and the subsequent necessity of building partnerships and opportunities for “post-custodial” collection building and the possibilities of “documentary repatriation.”

DEFINING FOREIGN TRAVEL: IASC21 SURVEY

219. My library supports international travel (acquisitions, professional development, networking, etc.) for our area studies staff by providing travel funding.

<table>
<thead>
<tr>
<th></th>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>13</td>
<td>100%</td>
</tr>
<tr>
<td>2</td>
<td>No</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>13</td>
<td>100%</td>
</tr>
</tbody>
</table>

220. My library supports international travel (acquisitions, professional development, networking, etc.) for our area studies staff by providing "release time" for travel (i.e., if the staff member can garner the funds, s/he can travel).

<table>
<thead>
<tr>
<th></th>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>13</td>
<td>100%</td>
</tr>
<tr>
<td>2</td>
<td>No</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>13</td>
<td>100%</td>
</tr>
</tbody>
</table>

221. If yes to either of the above, on average, how often do your area studies librarians travel abroad?

<table>
<thead>
<tr>
<th></th>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>More than once a year</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>2</td>
<td>Once a year</td>
<td>3</td>
<td>23%</td>
</tr>
<tr>
<td>3</td>
<td>Every other year</td>
<td>4</td>
<td>31%</td>
</tr>
<tr>
<td>4</td>
<td>Other</td>
<td>6</td>
<td>46%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>13</td>
<td>100%</td>
</tr>
</tbody>
</table>
DEFINING FOREIGN TRAVEL

• Identification and immediate procurement of unique collection materials for the collections
• Creation of new and/or maintenance of established vendor relationships for more cost- and time-effective acquisition of resources
• Establishment of direct connections with research institutes, libraries, archives and other sources of information which can subsequently be utilized by library staff, faculty and students (for example, collaborative and/or post-custodial digitization projects, publishing venues, formal/informal interlibrary loan, fieldwork/grant preparation, etc.)
• Networking with project partners and donors, particularly in a “post-custodial” frame of mind
• Professional development and retraining within the area of responsibility through networking with library- and scholarly-communities in the area of research as well as attending conferences, workshops and symposia, lest our expertise becomes “stale”
• Serving as ambassadors of our universities specifically but also of US higher/public education more generally to a greater world
WHAT DOES THE RESEARCH SAY?

• Institutional support for these trips varies but it was unanimously felt that these trips were important and valuable on both an individual and institutional level
• Overseas “buying trips” don’t always involve acquisitions
• Acquisitions are sometimes made on other types of overseas trips
• The most valuable outcomes of these trips are the professional development and network building
• These trips require intensive planning and the pressure to balance responsibilities at home while overseas can be stressful
• We need to be reporting and sharing the outcomes of these trips with our home institutions as well as with our broader professional networks
FOREIGN TRAVEL

https://commons.wikimedia.org/wiki/File:Dollar-sign.jpg
FUNDING STRATEGIES

- Appeals to central library administration
- Appeals to departments and centers
- Appeals to professional or scholarly associations
- Aligning with “non-library” work
- Appeals to donors
- Less desirable possibilities
FUNDING STRATEGIES: APPEALS TO CENTRAL ADMINISTRATION

• Compare with domestic travel
• Be judicious in our requests
• Think about this as a recruitment/retention issue
FUNDING STRATEGIES: APPEALS TO DEPARTMENTS AND CENTERS

A comprehensive or undergraduate National Resource Center (NRC):

- Teaches at least one modern foreign language.
- Provides -
  - Instruction in fields necessary to provide a full understanding of the areas, regions, or countries in which the languages are commonly used;
  - Resources for training and research in international and foreign language aspects of professional and other fields of study, or
  - Opportunities for training and research on issues in world affairs that concern one or more countries.
- Provides outreach and consultative services on a national, regional and local basis.
- Maintains linkages with overseas institutions of higher education and other organizations that may contribute to the teaching and research of the Center.

In the case of a comprehensive Center --

- Maintains specialized library collections, and
- Employs scholars engaged in training and research which relates to the subject area of the Center.

In the case of an undergraduate Center --

- Maintains library holdings, including basic reference works, journals, and works in translation, and
- Employs faculty with strong credentials in language, area, and international studies.

http://www2.ed.gov/print/programs/iegpsnrc/index.html
FUNDING STRATEGIES: PROFESSIONAL AND SCHOLARLY ASSOCIATIONS

http://www.ala.org/offices/iro/awardsactivities/guadalajarabook
FUNDING STRATEGIES: ALIGNING WITH “NON-LIBRARY” WORK
FUNDING STRATEGIES: ALIGNING WITH "NON-LIBRARY" WORK

https://exchanges.state.gov/us/program/fulbright-specialist-program
FUNDING STRATEGIES: APPEALS TO DONORS

https://hillarymohaupt.files.wordpress.com/2014/10/marianthelibrarian.jpg
(LESS DESIRABLE BUT STILL POSSIBLE) FUNDING STRATEGIES:

- Collections funding
- Personal funding
YOUR TURN!

What other strategies have you all found successful?
BREAK!

Image source: https://www.hersheys.com/wheretobuy/images/kitkat/kitkat-bar.png
ARTICULATING VALUE & IMPACT

• Maximize benefit of ‘authority’ and ‘currency’ accrued on trip
• Prove return on institutional investment into these trips
• Appeal to prospective donors to support the library
• Maintain goodwill and garner support from funders and stakeholders
METHODS OF EVALUATION

• ROI
• Lists of unique acquisitions
• Faculty feedback
• Photo elicitation
• ILL/Circulation Analysis

"Nobody takes a picture of something they want to forget."

IDEALIZED REPORTING

• What metrics should be included in all post-trip reports?
• What has traditionally been included that could be left out?

Painting by Claire Sinclair: http://www.claysinclair.com/photo_4825402.html
Are ideas born interesting or made interesting?
SHOWING VS. TELLING
PRESENTATIONS

KIM IL-SUNG University Library

Slides from Yoo-Seong Song’s presentation on his trip to North Korea.
BLOGS

-going to the source: librarians travel to build collections

When you can get anything fromapisios to ebooks delivered to your front door (often with the option of overnight shipping) by shopping online, it may be difficult to believe that librarians sometimes have to leave their computers, their desks, home and county to buy books and other materials for the Libraries' collections.

Yes, it is true that most of what the Libraries' acquire, including foreign language materials, comes to Duke through approval plans and orders placed with donors and overseas vendors. However, the librarians building our international and area studies collections still

maintaining japanese connections and collections at the library

OCTOBER 6, 2016 | BY STEVE HITT, ASSOCIATE PROFESSOR, DIRECTOR, CENTER FOR GLOBAL STUDIES, HEAD, INTERNATIONAL AND AREA STUDIES LIBRARY

Although it was the middle of the rainy season, I had the great pleasure of spending two weeks in Tokyo this summer, visiting six universities and purchasing books for the University Library.

One of the highlights was attending the Japan Ivy Club's reunion party. Being an Illinois graduate and a former resident of Nagata and Tokyo in the late 1990s, this party combined my passion for Japan and the University of Illinois—what a perfect afternoon! During the party, I was happy to make new friends and meet former students such as Akiko Fuji and Hiroshi Okazawa, both graduates of the Graduate School of Library and Information Science (now the School of Information Studies).

My main purpose for travel to Japan, however, was to support the Library's Japanese language collections. Duns is the largest public academic library in North America and has one of the largest and most distinctive collections of non-English language materials in the United States. Over the years, Japanese studies librarians at Duns have built several Japanese collections that, along with Japan House and the Japanese studies programs on campus, promotes a greater understanding of Japanese history, culture, and society. Our Japanese collection's strength lies mainly in the humanities and social sciences with key holdings in literature, history, philosophy, religion, theater, economics, business, and economics, there are approximately 90,000 volumes, 150 serial titles, and more than 1,000 microform items.

The most distinctive aspect of the Japanese studies collection is the Yamaguchi Collection, which consists of nearly 2,000 titles dating from the 14th to the 20th centuries. The vast majority of items are Japanese books printed between the 17th and 19th centuries. Based on the Yamaguchi Collection, the Library works to build its distinctive collections of important Japanese books and periodicals. For example, the Library acquired a copy of a 1608 edition of the classic novel Mongenzo Taiso (1608) through the generosity of Library Friends Robert E. and Janutta J. Simpson—and celebrated it as our 13-millionth volume—in 2012.

During my two weeks in Tokyo, I searched for books and materials that are difficult to acquire and unique to North American research libraries. I spent much of my time visiting book vendors, exploring the used book shops in Jimbocho, and even purchasing used manga (a style of Japanese comic books and graphic novels) at Mandrake in Akibahara. One Sunday, while shopping at the Kanazawa ina market in Shinjuku, I found a very rare manga titled "Black Star" that was published in 1951 yet appears to be missing from library collections. The highlight of book acquisitions was participating in the Meijeriomo rare book and art auction that took place during Tanabata. At the time of...
POSTERS

Where in the World Are Our Librarians?

Christopher "Kit" Condell, Slavic, East European & Eurasian Studies Librarian
Why: Acquisition of digital repositories
KYRGYZSTAN

Tessa Wilber
Assistant Director of the Horneman Center
Why: Leadership training for small libraries
HAITI

African Studies Librarian
Why: Training Trip
TOGO

Chung-Cho
Director of the Horneman Center
Why: Giving a speech at a conference, teaching, and outreach
CHINA

NORTH KOREA
EXHIBITS

• Incorporate into topical exhibits
• Stand-alone exhibits on buying trips
SOCIAL MEDIA

utlibraries

@ChoqueCultural is a fantastic gallery space in the Pinheiros neighborhood. I was able to find some great publications there, including this book of screen prints by artists in southern Brazil. @alisbenson now has the 200th copy out of 400. Thanks to Mari at

International and Area Studies Library at Illinois

http://www.library.illinois.edu/.../japanese-connections-and...

Maintaining Japanese Connections and Collections at the Library

Although it was in the middle of the rainy season, I had the great pleasure of spending two weeks in Tokyo this summer, visiting six universities and...
SHARE YOUR SUCCESS!

Image from: http://oppositelock.kinja.com/ugh-i-hate-our-internet-provider-1693747413

VERY NICE

GREAT SUCCESS
DRAFTING A COLLECTIVE STATEMENT ON THE VALUE OF OVERSEAS FIELDWORK FOR AREA SPECIALIST LIBRARIANS
PROFESSIONAL STANDARDS

http://www.ala.org/acrl/standards

Guidelines, Standards, and Frameworks

ACRL is the source that the higher education community looks to for standards, guidelines, and frameworks on academic libraries. ACRL develops standards, guidelines, and frameworks to help libraries, academic institutions, and accrediting agencies understand the components of an excellent library. These standards, guidelines, frameworks, and model statements are reviewed and updated by the membership on a regular basis. The ACRL Guide to Policies and Procedures contains complete information on the creation and review of ACRL standards, guidelines, and frameworks.

An alphabetical listing of ACRL standards, guidelines, and frameworks is below. A listing by topic area is also available. Archival and research copies of past versions of ACRL standards, guidelines, and frameworks are available in the print edition of C&RI News.

ACRL standards and guidelines are issued under a Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International (CC BY-NC-ND 4.0) license.

The ACRL Framework for Information Literacy for Higher Education is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International (CC BY-NC-SA) license.

Direct commercial permissions requests for ACRL standards, guidelines, and frameworks to David Free at dfrees@ala.org.

Non-English translations of ACRL standards, guidelines, and frameworks are contributed by individual volunteers from the library community and are not vetted by ACRL. Neither ACRL nor American Library Association is responsible for translation errors.

For other ACRL documents that are not standards, guidelines, or frameworks (for example, white papers, position statements, and reports from ACRL and ALA units), go to White Papers & Reports.

Academic Freedom, ACRL Statement on (June 2015)

Academic Librarians Without Faculty Status, Guidelines for (October 2011) PDF version

Access to Research Materials in Archives and Special Collections Libraries, ARL, ALA Joint Statement on (July 2013)
YOUR TURN!

What would be included in our statement on foreign travel?

– how we would define foreign travel?
– what makes it so critical to our work?
– what value does it add to our institutions?
– what do we want our colleagues elsewhere in the library to understand?