Assessment of KU Libraries' Slavic & Eurasian Collection:
Purpose, Process, and Potential

Abstract

This paper discusses collection-related assessment projects that were conducted in 2013-2014 by the University of Kansas (KU) Libraries' International Collections librarians in cooperation with librarians for assessment and resource sharing. While these assessment projects were undertaken in an effort to strengthen the library reports for KU's Title VI National Resource Center (NRC) grant applications, which were submitted by KU's area studies centers, the results also have implications for collection development work. The article begins with background about the NRC grants and explains why and how these assessment projects developed. Highlights of results from each assessment project are presented in the following order: (1) assessment of the research needs of area studies faculty and graduate students at KU; (2) citation patterns (2005-2013) of area studies, and more specifically, Slavic and Eurasian studies faculty at KU; (3) resource sharing data for the Slavic and Eurasian collection 2011-2013. The article concludes with a discussion about how the assessment data inform collection development practices and decisions.

Keywords

International collections, area studies librarians, Slavic and Eurasian studies, assessment, cooperative collection development, e-books, paper books, citation study, foreign language, low-use, interlibrary loan

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Introduction

In 2013-2014 the University of Kansas (KU) Libraries' Slavic and Eurasian collection librarians, in cooperation with librarians for assessment and interlibrary loan engaged in a variety of collection-related assessment projects. While these assessment projects were undertaken in an effort to strengthen KU Libraries' (KUL) reports for National Resource Center (NRC) grant applications,[1] which were submitted by KU's area studies centers, the results also have implications for collection development work. The article begins with a brief description of Title VI NRC grants and explains why and how these assessment projects developed. Highlights of results from each assessment project are presented in the following order: (1) assessment of the research needs of area studies faculty and graduate students at KU; (2) citation study of KU's area studies faculty citation patterns 2005-2013; and (3) resource sharing data for the Slavic and Eurasian collection 2011-2013. The article concludes with a discussion about how these assessment results inform collection development decisions and practices.

Title VI NRC Grant: Strength of the Library reports

Every four years KU's Area Studies Centers submit applications to the Department of Education's National Resource Center Program which is supported by Title VI funds.[2] The grant application for a comprehensive NRC includes many sections, which cover the various aspects of an NRC's work. Section V of the grant application asks for information about strength of library collections and services. The evaluation criteria for Section V include:

(A) *What is the strength of the institution's library holdings (both print and non-print, English and foreign language) in the applicant's subject area for the educational levels the applicant serves (e.g., graduate, professional, undergraduate)?*

(B) *To what extent does the institution provide financial support for library acquisitions and for library staff in the applicant's subject area?*

(C) *To what extent are research materials at other institutions available to students through cooperative arrangements with other libraries or online databases?*

(D) *To what extent are teachers, students, and faculty from other institutions able to access the library's holdings?*

KU's International Collections librarians work with colleagues across multiple library departments to gather data about acquisitions, holdings, salaries, materials budget, preservation, and resource sharing, and to weave the data into a narrative that addresses the four criteria mentioned above. We submit our reports to the directors of our respective area studies centers who incorporate information from our reports into their grant applications. KU has five area studies centers:

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[1] National Resource Center (NRC) grants are funded by the Department of Education under Title VI.
[2] "National Resource Centers." Program Home Page, accessed March 31, 2017.
<http://www2.ed.gov/programs/iegpsnrc/index.html>.

Kansas African Studies Center (KASC)
Center for East Asian Studies (CEAS)
Center for Global and International Studies (CGIS)
Center for Latin American and Caribbean Studies (CLACS)
Center Russian, East European, and Eurasian Studies (CREES)

Preparing for Assessment

In preparation for the 2014 grant competition, KU's area studies centers assigned a grant specialist from the Center for Global and International Studies (CGIS) to coordinate the Strength of the Library section of the grant applications. We met with the grant specialist, who underscored the need for assessment, per communication from grant officers from the NRC program. The grant specialist suggested that we conduct a survey of faculty in area studies about their satisfaction with library collections and services. We were not particularly enthusiastic about this kind of survey for a several reasons. General library survey data would be available from the 2014 LibQual+ Survey, even though the LibQual+ data would not be area studies specific. Similarly, KUL's Division of Innovation and Strategy was already in the process of developing a campus-wide survey of faculty research needs, and we did not want to burden busy faculty with yet another library survey.

Therefore, we proposed three assessment measures: the first was to add a "center affiliation" question to the library's needs assessment survey. The second was a citation study of area studies faculty publications, which would capture the impact of library collections on their research; that is, the degree to which the library provided access to sources they cited in their publications. The premise was that the higher the number of cited sources held by the libraries, the stronger the library's impact on faculty publications.[3] The third initiative was to map interlibrary loan and document delivery (ILL/DD) lending data to a map of the United States in order to gauge the impact of KU's international collections across the country state by state.

Faculty and Graduate Student Needs Assessment Survey

The center affiliation question in the needs assessment survey enabled us to extract data about the research needs of area studies faculty and graduate students. From responses to the question in Figure 1 ("How important are the Libraries for the following aspects of your research process?"), three areas of high impact potential emerged.

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[3] Unfortunately, there is no baseline data for comparison because this study is the first citation analysis of area studies faculty publications to be been undertaken in KU Libraries.
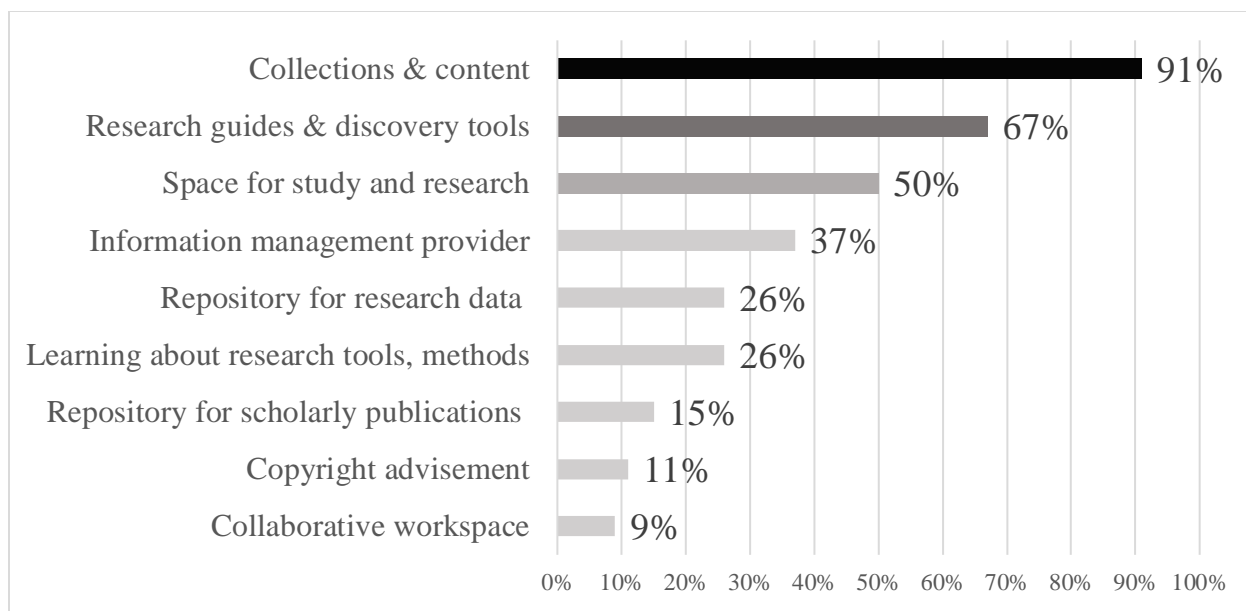
Figure 1: Percent of respondents who selected Very Important in response to the question: "How important are the Libraries for the following aspects of your research process?"

According to these data, 91 percent of respondents marked collections and content as very important, followed by discovery tools and research guides at 67 percent, and space for study and research at 50 percent. This data confirms what we already knew through personal contact with faculty and students; that area studies scholars place the highest value on content and collections, regardless of whether they are available in online databases or paper documents. They also value librarians as subject experts who help researchers get their hands on materials that are difficult to find. And even though electronic tools enable people to be more mobile, faculty and graduate students still value libraries as physical spaces for study and research.

Citation Study – Area Studies Use Patterns

Our second assessment project was a study of citation patterns of faculty affiliated with area studies at the University of Kansas.[4] The goal of the project was to collect data that would help KU's librarians for international collections answer the following questions:

1. How well do KU's international collections support area studies faculty research? (In other words, KUL provide access to what percentage of cited materials?)
2. Which format (paper or electronic) is predominant?
3. Which publication types (articles, books, other) are cited most frequently?
4. What is the distribution of English language vs. foreign language sources cited?
5. Which subject areas (based on call number) are cited most frequently?[5]

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[4] Data collection and analysis were conducted by Amalia Monroe-Gulick, former Assessment and Strategy Librarian, and her team of student assistants. The narrative about the citation study draws heavily from Amalia's report, including the use of two graphs.

[5] This data depends upon the disciplines of the samples that were selected.

Each librarian identified core faculty from their respective area studies centers, and the assessment team collected Curriculum Vitae (C.V.s).[6] A total of 64 C.V.s were analyzed, including 17 from Slavic, 14 from East Asian, 11 from Latin American, and 12 from African studies. A random sample of citations was compiled from books and journal articles published 2005-2013. For each citation, the following data were collected: Publisher, Publication date, Format (book, journal article, report, etc.), Language (English, non-English), Call number, Availability in KUL, Print access, Electronic access, Journal package access, and Aggregator database access. The study analyzed 11,158 citations, of which 85 percent (9,502) were either books or journal articles. When citations were checked against library holdings we found that KU Libraries (KUL) provide access to 79 percent of all books and journal articles cited (Figure 2), demonstrating that books and journal articles available through the library comprise the core of citations by area studies faculty. Figure 2 also shows how KUL's holdings compare by region.
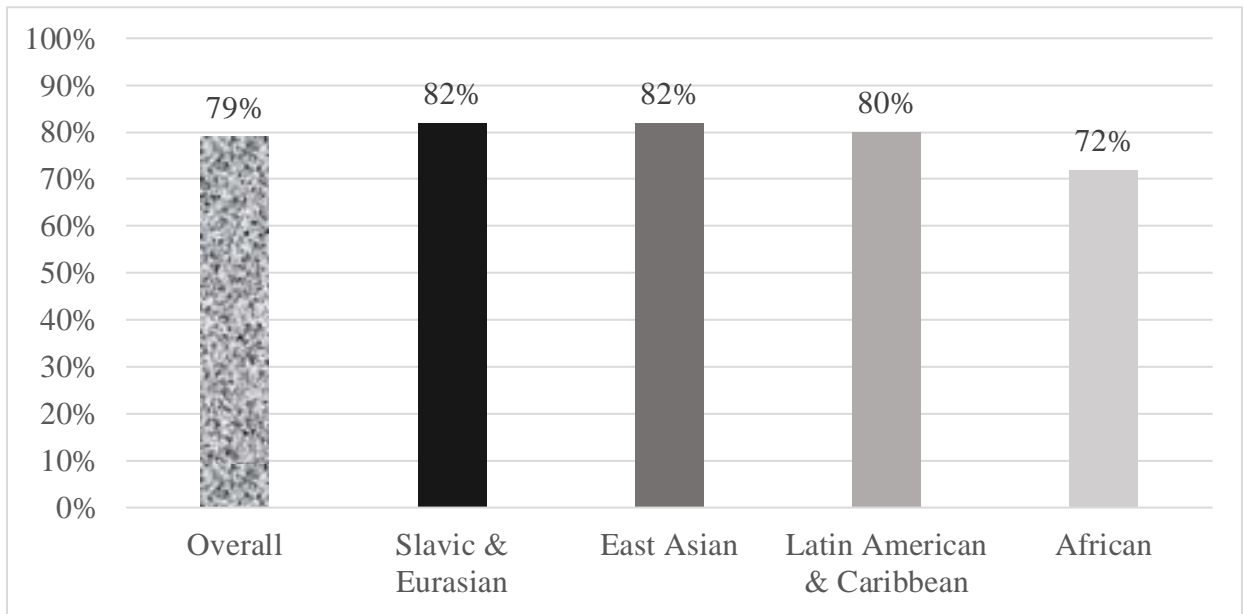
Figure 2: Percent of cited books and journals held in KU Libraries (overall and by region).

In the opinion of KU's librarians for international collections, access to nearly 80 percent of books and journal articles cited is encouraging for a publicly funded institution situated amid the nation's amber waves of grain. In the absence of comparative data from other institutions, we interpreted these data as an indication that KU's librarians for international collection (both past and present) have been effective in their collection development work. Of the total sample, English language materials comprise 83 percent of the books and journal articles cited, whereas foreign language materials comprise only 17 percent (Figure 3).

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[6] C.V.s were available online on the KU website.
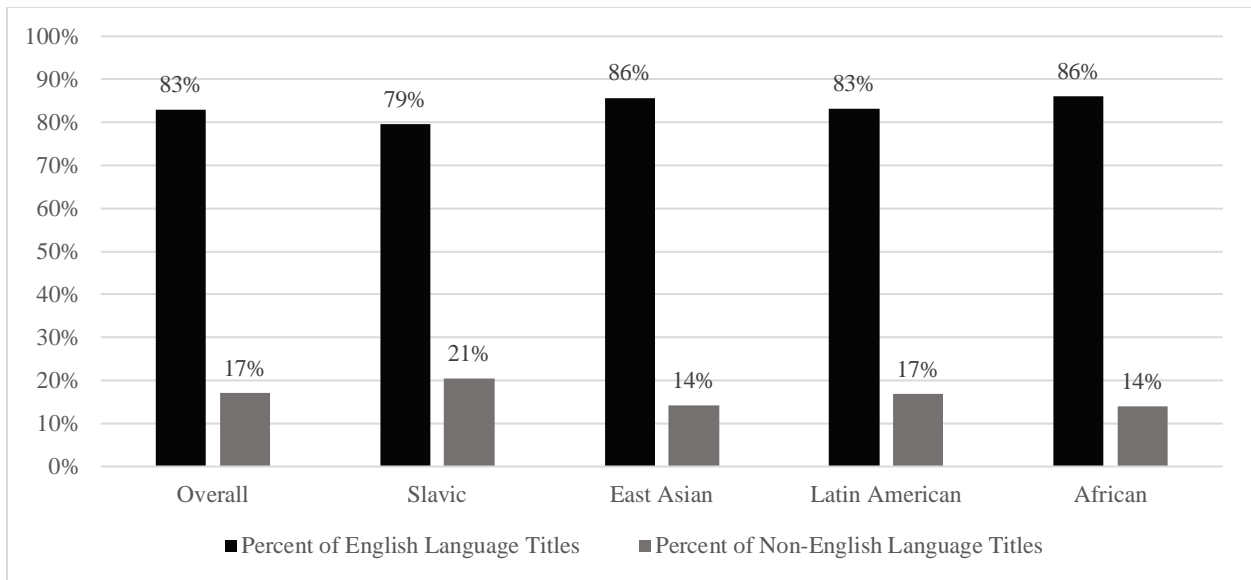
Figure 3: Percent of cited books and journals in English and foreign languages (overall and by region).

It is no secret that foreign language materials generally fall into the low-use category at academic libraries in North America. During the 2014 meeting of the group, International and Area Studies Collections in the 21st Century (IASC21), which took place at the University of Texas at Austin, Rich Entlich (from Cornell University) discussed the pros and cons of various type of use data and the best methods for collecting use data for area studies and foreign language materials – in an effort to address the low-use problem.[7] While some have pondered how to stimulate an increase in the percentage of foreign language materials, nobody expects the use of foreign language materials to rival use of English materials in North American academic and research libraries. Not even Murlin the magician could wave his magic marker and turn foreign language materials into high use items.[8] A more fruitful strategy is to communicate to decision makers why it is essential to fund the acquisition of low-use foreign language materials. Maybe the question that area studies librarians should focus on is "how much" money to spend on foreign language materials. In other words, what is the ideal distribution between English and foreign language materials? This question will be addressed below in the final section of the paper that discusses the implications of these assessment initiatives on collection development.

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[7] For more information about the group, International and Area Studies Collections in the 21st Century (IASC21), see the IASC21 website, accessed March 31, 2017, <http://sites.utexas.edu/iasc21>.

[8] See Giullian, Jon. "Murlin Croucher: Magician of Slavic Book Collecting," accessed March 31, 2017 <https://kuscholarworks.ku.edu/handle/1808/11109>. See also Giullian, Jon (2012). Memorial reminiscence. "Murlin Croucher: the Magician of Slavic Book Collecting." ACRL Slavic and East European Section Newsletter, 28: 70-78, accessed <https://digital.lib.washington.edu/researchworks/bitstream/handle/1773/19727/SEES_Newsletter2012rev.pdf?sequence=3&isAllowed=y>.

Citation Study – Slavic and Eurasian Studies Use Patterns

The sample of citations for Slavic and Eurasian studies was selected from publications of faculty affiliated with the Center for Russian, East European, and Eurasian Studies. These faculty come from various disciplines that include architecture, economics, geography, history, political science, Slavic languages and literatures, and sociology. The Slavic and Eurasian sample consisted of 4,055 citations. Books and journal articles comprised 86 percent of the total sample (or 3,492 citations). The library provides access to 82 percent of the 3,492 books and journal articles cited. According to the data in the first row of Table 1, citations to books outnumber journal citations nearly 2 to 1 (54 percent to 32 percent).

Books	Journal Articles
54% (2,181) of the total Slavic sample	32% (1,298) of the total Slavic sample
Average publication date = 1998 Median publication date = 1998	Average publication date =1998 Median publication date = 1997

79% available in KUL
  91% in paper format only
  2% in electronic format only
  7% in both paper and electronic formats
	86% available in KUL
	  11% in paper format only
	  18% in electronic format only
	  70% in both paper and electronic formats

76% in English → KUL has 88% 24% in other languages → KUL has 50%	85% in English → KUL has 78% 15% in other languages → KUL has 55%

Table 1: Citation study data on books and journals for Slavic and Eurasian studies.

This preference is an indication that Slavic and Eurasian studies faculty at KU depend heavily on books. [9]

The second row of data in Table 1 shows the average and median dates of publication for books and journals in Slavic and Eurasian studies, which hover around 1998. The data suggest that a recent publication date is not a strong factor in the citations patterns of the Slavic and Eurasian studies sample. Rather, the data reinforce the notion that older publications continue to hold scholarly value in the humanities and social sciences, possibly indicating that a work must stand the test of time before being cited more often.

According to data in the third row of Table 1, KU Libraries provide access to 79 percent of all books and 86 percent of all journal articles cited in the Slavic and Eurasian studies sample.

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[9] For Latin American and Caribbean studies, journal articles were cited almost as frequently as books at 41 percent and 44 percent respectively. East Asian studies skews even more toward the journal literature with 45 percent of the citations to journal articles and 37 percent to books; the distribution for African studies, with 56 percent of the citations to books and 30 percent to journal articles, more closely aligns with the results in Slavic & Eurasian studies.

The overwhelming majority of books that were cited were available in paper only (91 percent) while 88 percent of the journal articles cited (18 percent electronic-only plus 70 percent paper and electronic) were available electronically, confirming what we already knew – that the journal literature being cited, especially in English, has gone mostly electronic in just a few short decades.[10]

Data in the fourth row of Table 1 indicate that Slavic and Eurasian studies faculty at KU, whose publications were used in the sample, cite nearly 3 times as many books in English than in foreign languages (76 percent to 24 percent respectively) and more than 5 times as many journal articles in English than in foreign languages (85 percent to 15 percent respectively). KU Libraries (KUL) provide access to a higher percentage of English language books cited (88 percent) than to English language journal articles cited (78 percent). Conversely, KUL seem to be almost equally effective at providing access to foreign language journal articles (55 percent) and foreign language books (50 percent), especially given the fact that more books were cited than journal articles overall.

The top subjects based on the number of books and journal citations are: language, linguistics, and literature; history; economics; and political science. Forty three (43) percent of the English language books cited were published by university presses. When it comes to non-English books cited, no dominant publisher emerged, although *Nauka* (Russia) and *Wydawnictwo Literackie* (Poland) were the top two foreign publishers.

Resource Sharing Assessment

The third assessment project was an attempt to visually represent Slavic and Eurasian studies collection use by non-KU patrons.[11] Figure 4 shows the number of Slavic and Eurasian items that KU Libraries (KUL) loaned to and borrowed from libraries across the United States from 2011 to 2013 via interlibrary loan (ILL) and document delivery (DD) services

During this three year period, KUL loaned 1,731 Slavic and Eurasian items, consistently filling requests within 1 to 3 days, compared to only 649 items borrowed over the same time period. The data in Figure 4 show that KUL are a strong net lender of Slavic & Eurasian studies materials to U.S. libraries through vigorous ILL/DD services.

This project also captured KU Libraries' geographical impact as a net lender of Slavic and Eurasian studies materials. Using an online mapping tool called GeoCommons, we mapped the geographic distribution of Slavic & Eurasian studies items loaned to U.S. libraries from 2011 through 2013 (Figure 5). According to the data in Figure 5, KUL's Slavic and Eurasian studies collection had the strongest impact on research in Kansas and California, where 115-154 items were borrowed during 2011-2013 (brown color).

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[10] The data for East Asian, Latin American & Caribbean, and African studies follow a similar pattern.
[11] This corresponds to (D) in the Title VI NRC grant application, Section V: Strength of the Library: to what extent are teachers, students, and faculty from other institutions able to access the library's holdings?
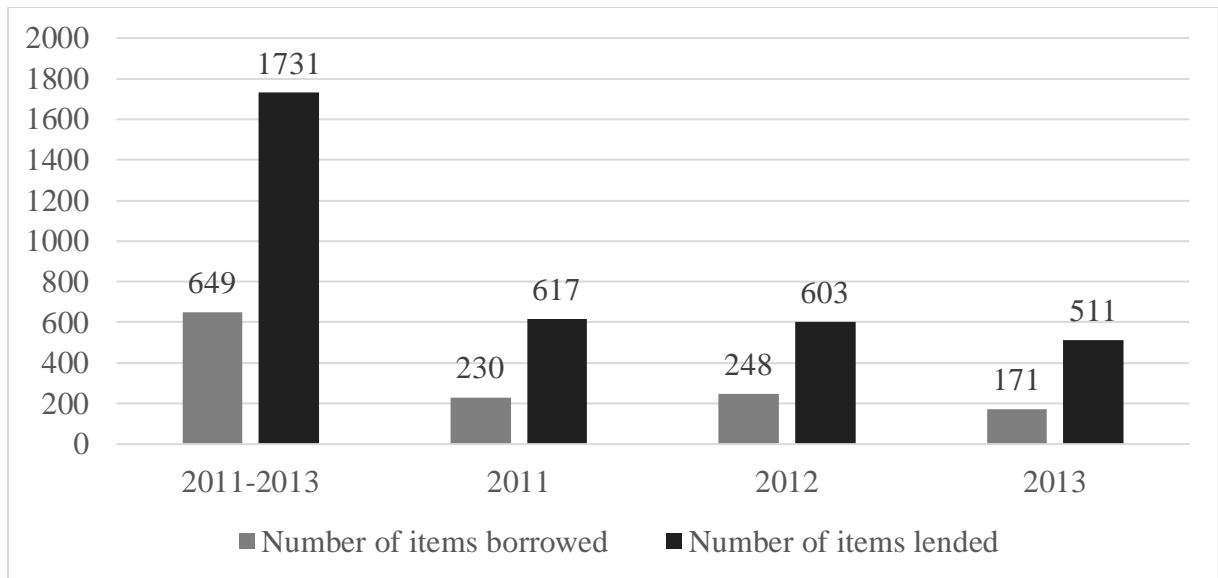
Figure 4: KU Libraries' borrowing and lending patterns for Slavic and Eurasian materials 2011-2013.[12]

KU Libraries' REEE Language Materials: Lending to US Libraries
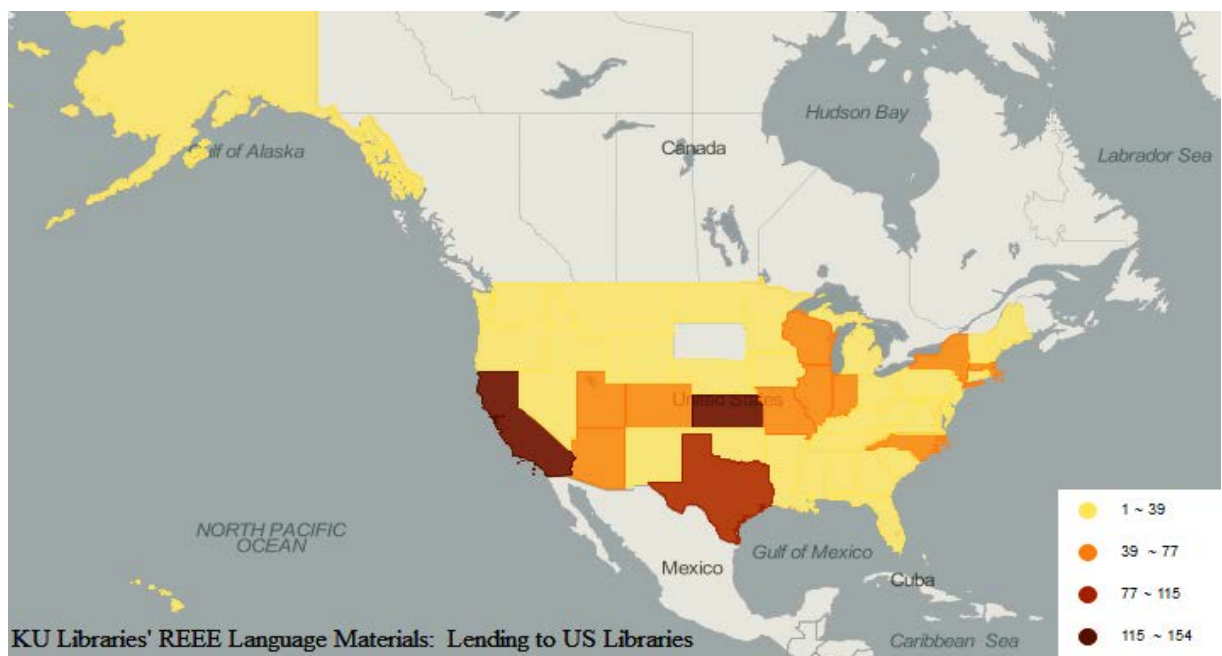
Figure 5: Slavic and Eurasian studies items loaned from KU to other U.S. libraries during 2011-2013.[13]

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[12] Data collected and compiled by Lars Leon, Librarian and Head of Resource Sharing at the University of Kansas Libraries.

[13] Data mapped by Eleonora Drury, Library Manager in the Department of Resource Sharing at the University of Kansas Libraries.

The impact on researchers in Texas is also strong, with 77-115 items borrowed (rust color). The collection showed moderate impact on research in eleven other states (orange color), including Utah, Colorado, New Mexico, Missouri, Illinois, Indiana, Wisconsin, New York, Massachusetts, and North Carolina. Impact in the remaining states (shown in yellow color) was low, with the exception of South Dakota (white color), which did not borrow any Slavic and Eurasian studies materials from KUL. These data demonstrate visually how KUL'' Slavic and Eurasian Collection serves as a national resource for research in Slavic and Eurasian Studies.

Implications for Collection Development

The data from the three assessment projects described above raise questions that have implications for collection development. Discussion in this section will address three broad questions.

Question 1: How should we allocate funds between English and foreign language materials?
Question 2: Can cooperative collection development really work, and if so, how do we do it?
Question 3: How do we balance the acquisition of paper versus electronic materials?

Question 1: How should we allocate funds between English and foreign language materials?
In other words, what is the optimal amount of materials for each category? Answers will depend upon many factors, one of which will certainly be the disparity of use between foreign language materials compared to English language materials. Should allocations parallel use patterns, as presented in the data above, such as three books in English to one book in foreign languages; or five serials in English to one serial in foreign languages? My purpose is not to advocate for this formulaic strategy but rather to provoke discussion about the acquisition of materials in English relative to foreign language materials.

Answers to the question of how to distribute funds between English and foreign language materials will also vary significantly from one institution to another. The art of managing the distribution of fund for acquisitions between English and foreign language materials is a delicate balance between availability and need. In recent years, many academic libraries have implemented a strategy call Patron Driven Acquisition (PDA) or Demand Driven Acquisition (DDA) for acquiring English language books "just in time." In this model, bibliographic records of books are loaded into the library catalog, but the books themselves are not yet purchased. When a patron finds a book (which has been marked for DDA) in the KU Library Catalog, for example, s/he can click on a link that says "Ask KU Libraries to buy this book," which initiates a process by which the book is ordered. This process can be fully automated or mediated by a library staff person if desired. The essence of the DDA model is that books are not acquired until they are requested by a patron. [14]

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[14] The basic process of Demand Driven Acquisition (DDA) described here is for illustrative purposes only. There are more layers of complexity to DDA depending upon the parameters that are desired. For example, DDA for e-books (eDDA) can include previews before a purchase is initiated; a process which involves a more complex pricing model.

The DDA model can be comprehensive or can be limited to specific subject areas, depending upon the needs of the libraries and their patrons. In recent years, DDA emerged as a solution to the pressure on libraries' book budgets from the rising costs of journal subscriptions.[15] DDA can be effective an effective strategy for acquiring books in English in the U.S. and U.K. book markets because these books tend to be available for purchase for a longer period of time than books in foreign languages. Thus, a higher percentage of books in English can be acquired at the point of need, for example, when patrons discover them in the library catalog. When it comes to acquiring foreign language materials, however, it is the point of availability rather than the point of need that is critical, because foreign language materials tend to go out of print quickly. The DDA model for materials in foreign languages would turn into a "just too late" model. A recent example demonstrates this principle. Over the past two decades or so there has been a large volume of Russian imprints focusing on the life and works of the famous 20th century Russian poet Marina Tsvetaeva. Even though the demand for materials about Tsvetaeva has been minimal among faculty and graduate students at the University of Kansas (KU) since I arrived at KU in 2005, I have acquired most of the Russian scholarship about Tsvetaeva, because she is a major Russian poet of the 20th century.

At the beginning of 2016 a graduate student asked for assistance with her research project on Marina Tsvetaeva, and because I had been actively collecting Tsvetaeva materials for the past eleven years, there was a rich body of scholarship about her life and works available to the student. Had I waited for the acute point of need (2016) to acquire Tsvetaeva materials, only a small percentage of the primary documents (e.g. diaries, letters, etc.) by Tsvetaeva, as well as scholarly monographs about her life and works that were published over that past eleven years would have been available for purchase. Fortunately for the student, I acquired the Tsvetaeva scholarship at the point of availability in anticipation of future need. In this example, it took eleven years for this "just in case" acquisition strategy to come to fruition. The example above shows the significant role that librarians play in the process of building research collections and how librarians' decisions today impact the research opportunities of tomorrow.

Although area studies librarians have always faced the question of how to justify the acquisition of low-use foreign language materials for decades, the problem has become more acute in recent years. As libraries' purchasing power erodes even further, due to either budget cuts or increases that don't keep up with inflation, justification for acquiring low-use foreign language materials becomes more difficult.[16] Because foreign language materials tend to have much lower use that English materials, librarians need to be more judicious about selecting foreign language items for purchase. We need to work closely with researchers to fine-tune our

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[15] It is widely known that journal subscriptions and, in particular, large electronic journal packages and electronic journal aggregator subscriptions, devour a larger and larger portion of acquisitions budgets in academic and research libraries year by year.

[16] According to Andrew M. Odlyzko, a major cause of this problem is that the library's piece of the university pie has been shrinking since 1970. See page 149 in the article, Odlyzko, Andrew, M. "Open Access, Library, and Publisher Competition, and the Evolution of General Commerce," *Evaluation Review* 39, no. 1 (Feb. 2015): 130-163, accessed March 31, 2017 <http://journals.sagepub.com/doi/abs/10.1177/0193841X13514751>.

selection strategies, acquiring specific items they need.[17] One of the problems with this strategy, however, is that researchers do not always know what they need. It is in this sense that collection development becomes something of a prophetic art, in which what we collect, to some degree, determines what will be researched. With great power comes great responsibility!

While some Slavic librarians may be responsible for acquiring materials in foreign language only, my position requires me to manage selection of materials in both English and foreign languages. When it comes to books, KU Libraries have a broad blanket order for books in English from Yankee Book Peddler (YBP), through which we get most of the Slavic related books from University presses and major publishers.[18] Books not included in the blanket order from YBP fall into three general categories: yes, no, or maybe. In the past I have been fairly liberal about acquiring English language books that fall into the "maybe" category; whereas I have been more judicious about purchasing foreign language books that fall into the "maybe" category unless there is a clear justification for acquiring them. This strategy may have something to do with the fact that there are so many more foreign language titles available on Slavic and Eurasian topics.

In recent years, I have begun to push an increasing number of English language books, especially the expensive books, into the DDA category, so that I can purchase more foreign language materials, which would otherwise soon become unavailable. While each decision to purchase a book is unique and distinctive, some of the basic criteria that I use to justify purchases include: direct relevance to faculty or student research; primary documents; topics of historical strength for KUL; hot topics (e.g. crisis in Ukraine); biographies of significant people;[19] photographic works from significant periods or events (e.g. Word War I, Russian Revolution, World War II, etc.); ethnic studies; and special topics that I think will be important in the future.

Question 2: Can cooperative collection development really work, and if so, how do we do it?

It is becoming increasingly clear that librarians at different institutions must work more closely together. The question is not one of motivation but one of implementation. If cooperative collection development (CCD) is to work then we must figure out how to operationalize it. In the field of Slavic and Eurasian studies librarianship several experiments in CCD have shown moderate success. One long standing example is the CCD partnership between Stanford University Libraries and the University of California at Berkeley Libraries.[20] This partnership

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[17] In my opinion, this strategy will become more important from year to year as purchasing power continues to erode.

[18] This approval plan has a price cap, which excludes books over $150 from being received automatically (and paid from the approval plan fund). If I want to acquire a book that costs $150 or more, I have to pay for the book from the Slavic book fund. Books published in the United Kingdom tend to be expensive and, therefore, frequently get excluded from the approval plan. Examples include: Routledge, Palgrave MacMillan, Ashgate, and others.

[19] Scholarly biographies I collect aggressively, but I am more selective about acquiring memoirs.

[20] For an overview of guidelines that govern the partnership, see "Brief Guidelines for Collaborative Collection Development and management among the University of Californian and the Stanford University Libraries (October 1989, revised 1994), accessed <https://sites.google.com/site/universityofcaberkelylibrary/cooperative-agreements>.

focuses on area studies, the humanities, and social sciences. Historically, "…because of the presence of the Hoover Institution on the Stanford campus, 20th-century Soviet and East European History (including military history and economics) were collected more comprehensively by Stanford; [while] UC Berkeley concentrated on the history of the Russian and Hapsburg Empires up to World War I."[21] Subsequently, Stanford and Berkeley identified additional areas of cooperation, including statistics, Russian Orthodoxy, imprints from Slovakia, Russian Art, Poland, Ukraine, Armenia, Georgia, ethnomusicology, contemporary architecture, international education, East European dance, military technology, and newspapers and other serials. A few examples below reflect how Berkeley and Stanford rely upon their respective collections:

- In the case of Russian art, Stanford will continue to collect at a research level while Berkeley will collect at a basic level. Berkeley will continue collecting at research level in Russian Orthodoxy.

- Berkeley will continue to collect Armenian imprints, while Stanford will collect imprints from the Republic of Georgia.

- Berkeley and Stanford will monitor newspapers and other serial acquisitions. While "major titles may be collected at both institutions…less used titles will be coordinated to avoid duplication and to expand the number of titles made available to users."[22]

Both libraries have dedicated librarians for Slavic and Eurasian studies, and faculty and graduate students from both Stanford and Berkeley have special borrowing privileges that allow them to use collections from both institutions.

Another long standing and formalized cooperative program is the Triangle Research Libraries Network (TRLN). The TRLN is a partnership among four universities, Duke University, North Carolina Central University, North Carolina State University, and The University of North Carolina at Chapel Hill (UNC-CH). The partnership strives to "marshal the financial, human, and information resources of their research libraries through cooperative efforts in order to create a rich and unparalleled knowledge environment that furthers the universities' teaching, research, and service missions." [23] According to Erik Zitser, Librarian for Slavic, Eurasian, and Eastern European Studies at Duke University: "cooperative collection development in Slavic, Eurasian, and East European (SEEE) studies, dates back from the end of

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[21] "Research Library Cooperative Program (RLCP): Slavic Collections: University of California-Berkeley / Stanford University." Document provided by Karen Rondestvedt, former Curator of the Slavic, East European, and Eurasian Collection at Stanford Libraries.
[22] Ibid.
[23] For more information about the TRLN partnership, see the TRNL website, accessed March 31, 2017 <http://www.trln.org>.

the 1950s," and has enabled the two libraries to provide broader coverage by dividing up the responsibility for the SEEE regions.[24] For example:

- "Duke University Library is responsible for acquiring and providing access to Polish imprints, while UNC develops a comprehensive collection in Czech, Slovak, and Hungarian."[25]

- "In the case of Russian-language materials, UNC is primarily responsible for Russian history and literature (particularly of the eighteenth and nineteenth centuries), while Duke collects comprehensively in Soviet and contemporary Russian/Eurasian history, economics, art, and linguistics."[26]

Although the TRLN is a partnership of Libraries, cooperative endeavors in SEEE studies between Duke and UNC-CH extend beyond the library. The two universities share a joint National Resource Center, the Center for Slavic, Eurasian, and East European Studies, supported by Title VI funds from the Department of Education. The close proximity of TRLN institutions is one important factor that makes this partnership possible.

A more recent and highly formalized cooperative collection development (CCD) initiative is the 2CUL model between the Columbia University Libraries (CUL) and Cornell University Libraries (CUL). In this model, coordinated approval plans and book selection in concert with special borrowing agreements, have enabled the 2CUL libraries to acquire a broader range of Slavic and Eurasian materials while at the same time reducing the amount of duplicate materials from the regions. The 2CUL model goes a step beyond CCD to include a cooperative patron services (CPS) component. The two libraries share the services of one librarian for Slavic and Eurasian studies, who now does the work that was formerly performed by two full-time librarians.[27] The CPS component in the 2CUL (and now the Yale model) raises important questions. Do public services suffer from the reduction in human capital? Does a CPS model create an excessive workload for the sole librarian who manages the Slavic and Eurasian collections and corresponding patron services at two university libraries? Will this model grow to include multiple universities being served by one librarian?

A third cooperative collection development (CCD) initiative was developed by Columbia, Cornell, New York Public (NYPL), and Princeton libraries. This initiative attempts to distribute, among the four participating libraries, the acquisition of lower-demand Slavic and Eurasian imprints, defined as all imprints from Eastern Europe and Central Asia, except those

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[24] Zitser, Ernest A. "TRLN was cool long before 2CUL." *Humanities@Duke University Libraries.* Durham, NC: Duke University Libraries, October 1, 2010, accessed April 3, 2017 <https://web.archive.org/web/20140301115017/http://blogs.library.duke.edu/humanities/2010/10/01/trln-was-cool-long-before-2cul>.

[25] Ibid.

[26] Ibid.

[27] In like manner, the librarian position for Slavic & Eurasian studies at Yale now includes responsibility for providing research services at Brown University.

published in Moscow and St. Petersburg. The basis for assembling this particular group of participant institutions was provided primarily by the Research Collections and Preservation Consortium (ReCAP), a modular off-site storage facility that is shared by Columbia, Princeton, and NYPL. A few years ago the three institutions received a grant from the Andrew W. Mellon Foundation, entitled Discovery to Delivery, to transform this shared warehouse into a shared collection. The ReCAP plan, initiated by Slavic and Eurasian studies librarians, maps out the "various associated approval plans, [carving-up Eastern Europe and Central Asia] geographically and linguistically and in some cases dividing responsibilities along disciplinary or thematic lines." [28]

While the Stanford-Berkeley partnership is moderately formalized with minimal administrative oversight, the 2CUL model and the ReCAP plan represent highly formalized partnerships that involve significant administrative time and effort as well as binding contracts. Such formalized initiatives may not be replicable in other venues. For example, the four initiatives mentioned above have been possible in large part because the institutions involved are located in relatively close proximity. It is doubtful that similar CCD and CPS models would be practical among university libraries in the Midwestern and Western U.S. which are much farther apart.[29] The travel associated with a CPS model would make this model less viable since many hours would be expended in travel time. CCD would seem be a more viable possibility than CPS since most of the workflow involved takes place through digital communication channels. On the other hand, effective collection development involves more than just ordering materials. Effective collection development demands personal contact with stakeholders about what kinds of materials support faculty and student research, teaching, and learning; information that, in my opinion, is most effectively gathered through face to face interaction. These two obstacles, combined with the formalities of employment across multiple institutions might cost more than the benefits of the model.

Since formalized CCD may not be possible to replicate in all regions, maybe the answer would be a more organic model of CCD. For example, some of my colleagues and I use Worldcat holdings data to inform selection decisions. For example, if Worldcat shows over 5 holding libraries for a book, I tend not to order the book because it can be borrowed through interlibrary loan. I can then use my funds to purchase other books that are either not held or less widely held by other libraries. One problem with this strategy is that new books may not show up in Worldcat holdings at the point in time that the books become available. Books may have been ordered by other institutions but do not show up in Worldcat at the moment when I come across the book in vendors' catalogs. Other books get stuck in backlogs and do not show up in Worldcat

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[28] From a presentation by Thomas Keenan at the 47th Annual Convention of the Association of Slavic, East European, and Eurasian Studies, November 19-22, 2015. The title of the Roundtable was" "Library Cooperation: Initiatives in the U.W. and Europe. Special thanks to Thomas Keenan for sharing his notes from the presentation.
[29] At one time there was one Slavic librarian who provided services to both Arizona State University (ASU) and the University of Arizona (UA). The librarian was based at ASU and periodically traveled to UA. At the present time ASU and UA each have their own librarians who cover Slavic and Eurasian studies.

for many months. And still other books appear in Worldcat with the vendor (e.g., East View Information Services) as the holding institution.

Because many libraries have approval plans with East View, the book has a good chance of going to several libraries; so in this case I would tend not to purchase the book. Although the use of Worldcat data could work on a limited basis for acquiring older imprints, effective CCD of new imprints would require a different model. Sometimes I purchase a book because a colleague elsewhere might want to borrow it via interlibrary loan. For example, I have previously purchased books that I know will be used by historians as Southwestern College in Winfield, Kansas, Northwest Missouri State University in Maryville, Missouri, and Baylor University in Waco, Texas. The point I am trying to make is that CCD requires a change of vision. In order for CCD to work on a larger scale, we must view Slavic and Eurasian collections as part of a national collection that supports a nationwide networks of researchers, rather than collecting solely for the institution where we are employed.

Question 3: How do we balance the acquisition of paper versus electronic materials?

Because most materials are available in both paper and electronic form, every collection manager struggles to find the right balance between the acquisition of paper and electronic content. Dozens of articles have been written on various aspects of this dilemma, and the bottom line is that there is no simple solution for everyone. Some of the data in our citation study reflects my preference, as a collection manager, for paper books over electronic books. I do not purchase foreign language e-books and rarely purchase English-language e-books because there is too much uncertainty about the future of e-books. For example, according to an article in *PC World* from 2009, Amazon removed George Orwell's *1984* and *Animal Farm* from its Kindle Store because the publisher "changed its mind about offering the electronic version of these titles."[30] This example exposes an important difference between paper books and e-books. When you purchase a paper book, you own the physical copy; but when you purchase an e-book, the publisher still owns the copy and leases the book to you based on the terms of the license. The article in *PC World* also notes that the longevity of e-books are likely to hinge upon the "basic tenets of business, which look at profit and bottom line. If content isn't generating revenue, then why should a digital distributor maintain the server space to keep up the data, even if all it takes up are more bits and bytes?"[31] The rapid evolution of digital technologies is another uncertainty in the life of an e-book. There is no guaranteed safe haven from the black hole of technological obsolescence.

Reader preferences are an equally important consideration when deciding whether to purchase paper or pixels. Different types of patrons prefer different formats for different types of reading. In my own experience working directly with patrons, when asked about their preference between paper book or e-book, all of the patrons whom I surveyed, with one exception, preferred

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[30] Perenson, Melissa J. "Amazon Removes E-Books from Kindle Store, Revokes Ownership," *PC World*. Online, accessed March 31, 2017, < http://www.pcworld.com/article/168654/kindle_e_book.html>.
[31] Ibid.

the paper book. My colleague's experience working with linguists tells a different story – they prefer e-books. Because many linguistic monographs are collections of articles on a theme, readers tend to one or two articles in the collection. In this case, e-books resemble journal literature, which has gone largely electronic.

When it comes to reading digital texts, readers generally have a low tolerance for reading long texts; whereas most readers prefer paper when reading long passages or when reading cover to cover. A recent New York Times article discusses a resurgence of paper books, noting that "according to some surveys, young readers who are digital natives still prefer reading on paper."[32] A brief piece about e-books vs. p-books published in the journal, *College and Research Libraries (C&RL),* describes the metacognitive advantages of reading paper books, especially for continuous reading.[33] The perfect solution would be to have access to both formats (e.g. purchase the print book and get access to the e-book to boot); use the e-book for searching and the p-book for continuous reading.

Assessment is essential for making informed decisions. The three assessment projects highlighted above provide new data that inform acquisition decisions. Because of sustained growth in publishing, we can no longer afford to make acquisition decisions in institutional isolation. As area studies librarians, we must catch the vision that each of our collections belongs to a larger, national collection, in which we share materials through vigorous interlibrary loan and document delivery services. We must develop new models of cooperative collection development and in order to ensure that area studies researchers have access to the broadest range of materials possible in both English and foreign languages.

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[32] Alter, Alexandra. "The Plot Twist: E-Book Sales Slip, and Print Is Far From Dead." *The New York Times*, September 22, 2015, accessed November 12, 2015). Online, accessed March 17, 2017 <http://mobile.nytimes.com/2015/09/23/business/media/the-plot-twist-e-book-sales-slip-and-print-is-far-from-dead.html?_r=0>.

[33] Brunvand, Amy. "Taking paper seriously: A call for format sensitive collection development." *College and Research Libraries*, 76.7 (2015): 392-393. The article also mentions eye-strain as another drawback to e-book reading. Health risks from radio frequency (RF) radiation exposure and electromagnetic field (EMF) exposure may be another drawback, although the debate about this is ongoing. Regardless, you can hold a book as close to your body as you want without fear of damage from RF or EMF.