

## AREA CENTER SURVEY RESULTS

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The third part of the Indiana University National Survey on Area Librarianship: “Area Centers Version” was conducted in April and May of 1995.

The area centers' version of the survey was three pages long and asked five questions. The purpose of the area centers survey was fourfold: 1) to determine the number of area studies graduates pursuing a career in library science; 2) to determine the amount and type of cooperative activities between area studies programs and schools of library and information science; 3) to determine the character of working relationships between the area studies center and the library; and 4) to determine the three highest priority needs for the future of area librarianship according to area studies programs' priorities.

Indiana University sent the survey to 263 area studies centers representing all world areas. All of the Title VI funded national resource and FLAS centers were sent a survey, as well as any other non-Title VI funded center that was identified by a library administrator completing their version of the Indiana University survey prior to April. Indiana University received responses from 58 centers for a response rate of 22%, prior to the conference. Although this response rate was the lowest of the four survey groups, that result is not unexpected given the small staff and tight budget situations of most area studies centers. The breakdown of the 58 responses by world area is as follows:

**Table I: Responses by World Area**

<b>World Area</b>	<b>Total Sent</b>	<b>Total Responses</b>	<b>Percent of Total</b>
All Centers	263	58	22%
Africa		4	
Asia		2	
Australia & New Zealand		1	
Canada		1	
East Asia		5	
Inner Asia		0	
International Studies		4	
Latin America		12	
Middle East		7	
Pacific Islands		1	
Russia/East Europe		11	

	South Asia		3	
	Southeast Asia		3	
	Western Europe		4	

The 58 centers responding were representative in three ways. First, Indiana University received responses from almost all world areas as grouped by the US Department of Education for the Title VI program. No area was missing except for Inner Asia. The two areas with the highest number of responses were Latin America and Russia/East Europe. Second, Indiana University received responses from Title VI centers (47) as well as non-federally funded area studies programs (11). Third, the responses represent a nationwide sample.

The first survey question asked the number of total center graduates for different degree levels and certificate programs since 1990, and then the total number of these graduates who were known to have pursued a career in library science.

**Table II: Degrees Awarded since January 1990**

Degree Level	Total Center Graduates	Total Center Graduates pursuing a career in Library Science
Bachelor's	3350	6
Master's	2243	38
Doctorates	757	12
Undergraduate Certificate	608	0
Graduate Certificate	228	1

While many of the responses indicated that figures for graduates as well as those pursuing library science careers are not accurately maintained by the centers, their estimates still suggest that some new area studies graduates, particularly at the Master's level, are entering area librarianship positions.

Indiana University was able to compare these figures with more accurate data maintained by the US Department of Education. Their records indicate that of all Title VI centers submitting annual performance reports over the last three years the following number of graduates pursued a career in library science: Bachelor's 7, Master's 98, and PhD 1. There were three Foreign Language and Area Studies fellowships awarded to Library Science students nationwide over the last three years by these programs. Department of Education statistics again indicate that a number of the individuals entering positions in area librarianship are coming from the area centers' degree programs, particularly at the M.A. level.

The second objective of the area centers' survey was to determine the number and type of cooperative programs between area studies centers and schools of library and information science. While most respondents indicated either that there was no formal cooperation or that their institution did not have a library school (39 responses), some cooperative activities are taking place. Seven institutions offer a course in area bibliography, and some of the area studies

centers even require this course for Master's degree students. Three of the centers indicated that they encourage Foreign Language and Area Studies fellowship applications from library science students. Two institutions have M.A./M.L.S. dual degrees available (Indiana and Hawaii). Two institutions have internship possibilities for students to work in area librarianship.

Toward the third goal, determining the working relationship between area studies programs and libraries, responses were split into two categories: first, the role of the centers in this relationship, and second, the role of the area librarian. Area studies centers provide significant support for their university libraries in a number of ways. The first three types of support were financial including acquisitions support (40 responses), staff support (25 responses), and area librarian travel support (12 responses). This level of financial support is indicative of the importance of the library collection to the area studies program, particularly through the Title VI program. The other method of support, mentioned by 14 respondents, was that the area studies center facilitated communication between the area librarian and the faculty. Only three of the respondents indicated that the center was excluded from collection development decisions and that faculty/librarian communication took place entirely through the faculties' home departments.

A strong working relationship between area studies centers and area librarians was also indicated. This relationship was characterized in a number of ways. The area librarian serves on the center advisory board (15 respondents), conducts special library tours or assistance for center students and visitors (8 respondents), works on joint conferences/programs (6 respondents), works with the center on grant proposals (6 respondents), and works with the center on joint publications (2 respondents).

The fourth purpose of the area centers' survey was to determine the area studies programs' priorities for the future of area librarianship. For this question we received a widely varied response with many individual comments. However, the four main responses mirrored closely the responses from the other three survey groups. The first priority was greater expertise in the use of online resources (19 respondents). Second, area centers indicated a need for developing cooperative collections with other libraries (16 respondents).

Cooperative collection development is also a Title VI priority and therefore is important to center competitiveness in this competition. Third, area centers identified a priority of language training for area librarians (11 respondents). And finally, reflecting the greater competitiveness and diminishing possibilities for center funding for library acquisitions, the area studies centers saw a need for expertise in grant-writing/fundraising among future area librarians (10 respondents).